



Connect with Respect: Preventing gender-based violence in schools

Classroom programme for learners in
upper primary and early secondary school
(ages 12-15)

ADAPTED FOR THE EASTERN AND SOUTHERN
AFRICA REGION, 2021

UNESCO Regional Office for Southern Africa

8 Kenilworth Road, Newlands
PO Box HG 435 Highlands, Harare, Zimbabwe

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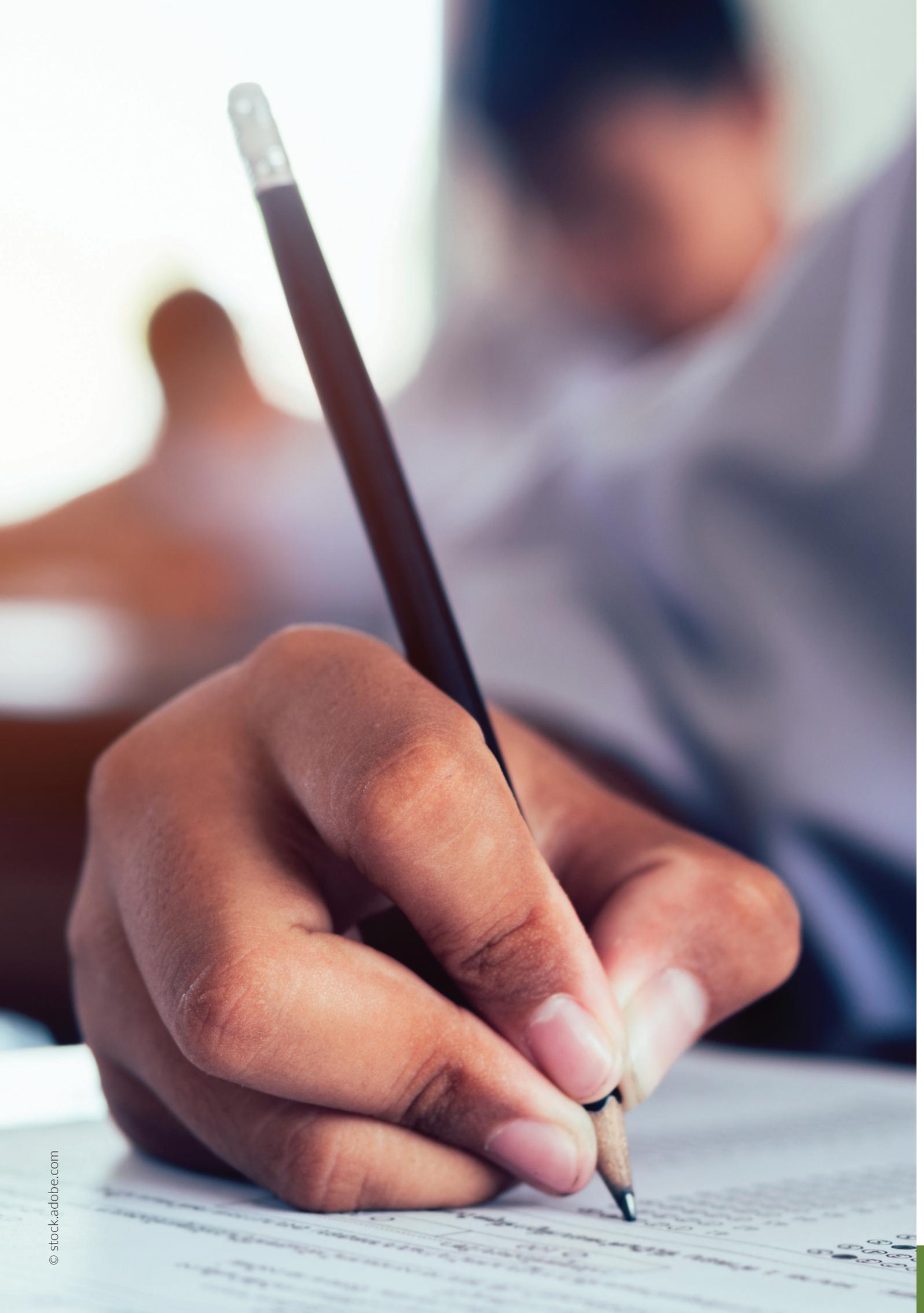
Authors of original resource:

Professor Helen Cahill, with contributions from Sally Beadle, Michelle Davis, Anne Farrelly and Katherine Romei from the Youth Research Centre, Graduate School of Education, University of Melbourne, Australia.

A note on adaptation of Connect with Respect for the Eastern and Southern Africa Region

A regional consultation with participants from seven countries in the Eastern and Southern Africa region informed an initial 2018 modification of the Connect with Respect resource for use in this context. Subsequent piloting of the programme and data collected from that pilot informed this 2021 modification. The adaptation was led by Professor Helen Cahill from the University of Melbourne. Significant support for the adaptation was provided by a number of UNESCO staff, including Remmy Shawa, Jenelle Babb, Bethusile Mahlalela, Lucas Halimani, Remmy Mukonka, Jennifer Kota, Mathias Herman, Ygainnia Hamandawana, Patricia Machawira, Joanna Herat, Alice Saili, and Edwin Simelane. Adaptation activities in the Eastern and Southern Africa region were funded by UNESCO with support from the Governments of Sweden and Norway.

We would like to thank all teachers and school officials who will use this guide for your dedication and commitment to gender equality. We hope you will use this guide and other resources to build the knowledge, attitudes, and skills that all learners need to have respectful relationships.



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Part 1: Guidance notes for teachers and school leaders

Introduction

Learners learn best in schools that provide safety and social support. However, some young people experience violence and harassment in, around, and on the way to school. This includes gender-based violence (GBV), which can take many different forms.

As a teacher, you can play an important role in preventing the expression of GBV in the school setting. Teachers, school principals and the broader education system can provide positive role models, empower children and youth to have healthy and respectful relationships, and deliver a violence prevention programme within their curriculum.

This resource has been created to help schools in East and Southern Africa to do all of these things.

Who?

This resource has been designed to assist teachers to deliver education programmes in upper primary and early secondary school. It is targeted at learners between 12 and 15 years of age, but can be adapted for use with older learners. It provides age-appropriate learning activities on important themes and concepts relating to the prevention of GBV and promotion of respectful relationships. The introductory section serves as a reference tool to assist school leaders to better understand how to take a whole school approach to the prevention of school-related gender-based violence (SRGBV).

Where?

The learning activities are designed for use in the formal school system; however, they can be modified for use in non-formal education settings, including through community learning or literacy programmes. Additionally, while this resource has been prepared for use in schools in Eastern and Southern Africa, it is presumed that teachers will play an active role in adapting it to meet the needs of their class, school and country context.

When?

The learning activities are suitable for use in a range of subjects, including the school's literacy development programme, social studies, pastoral care, life-skills, civics, health, sexuality education and values education programmes. All of the lessons include extension activities to enhance both literacy development and learner participation in the broader school community. The activities can be delivered intensively or adapted for more sustained integration across the teaching programme. The activities can be delivered intensively, or adapted for more sustained integration across the teaching programme. The activities are designed to increase knowledge and positive attitudes, and to build awareness and skills in learners.

How?

The learning activities in this programme are informed by research on effective teaching about gender, violence prevention, and life-skills development. For example, research on bullying prevention shows that feeling safe and valued at school is associated with improved health and academic outcomes (Roffey, 2012, Blum, 2005, Bond et al., 2007, Jose et al., 2012, Sánchez et al., 2005, Centers for Disease Control and Prevention, 2009) and that feeling connected to school is a very important protective factor for young people (Resnick et al., 1997, Resnick, 1997). It also shows that it is important to equip people who experience or witness violence to take appropriate action. Research into gender education programmes shows that it is important to provide opportunities for learners to engage in critical thinking about the influence of negative social norms which endorse violence and other forms of gender inequity (Davies, 1989, Davies, 1993). Evidence from effective health education and life-skills programmes show that it is important to use participatory learning activities to develop social skills, and to include practical and relevant learning activities within which learners can rehearse positive communication strategies (Natvig et al., 2003, Cahill, 2006, Durlak et al., 2011, Herbert and Lohrmann, 2011, Soole et al., 2008).

Some learners may find that the subject matter prompts them to remember distressing experiences. If certain learners seem upset, it may be appropriate to set them to work on structured tasks which are positive in nature and to allow them time out of group activities. Aim to find a way to maintain their engagement via structured and non-threatening activities. Initiate a follow-up conversation with any learners who show signs of distress to find out if they need additional support.

Why?

A comprehensive school response to prevention of SRGBV includes the provision of a classroom programme which explicitly teaches about gender justice and violence-prevention. Well-designed learning activities can help learners develop useful knowledge, adopt positive attitudes and develop skills for respectful relationships.

Children and young people who feel cared for by people at their school and feel connected to learning are more likely to be motivated, show improved academic outcomes, and academic self-efficacy. Children and young people with a higher level of school connectedness are less likely to abuse substances, engage in violence, report mental health problems or engage in sex at an early age (McNeely et al., 2002, Bond et al., 2007, O'Brien and Bowles, 2013).

What?

This Connect with Respect resource provides two key tools for teachers. The first is a series of guidance notes for teachers and school leadership on key concepts and issues related to preventing SRGBV. The second provides a structured teaching programme for teachers working with learners in early secondary school. It includes detailed instructions for delivering the learning activities in seven key topic areas. These topic areas are listed in Table 1.

Table 1: Programme topic areas

Phase 1: Understanding gender and gender equality	<ul style="list-style-type: none">• Topic 1: Gender and equality• Topic 2: Gender equality and positive role-models
Phase 2: Raising awareness about gender-based violence	<ul style="list-style-type: none">• Topic 3: Awareness of gender-based violence• Topic 4: A focus on school-related gender-based violence
Phase 3: Developing skills for respectful relationships	<ul style="list-style-type: none">• Topic 5: Communication skills for respectful relationships• Topic 6: Skills for people who witness violence• Topic 7: Help-seeking and peer support skills

The learning activities are designed to develop knowledge, skills and attitudes. They aim to:

Establish language, concepts

To think critically about GBV learners need to have access to key words and concepts that enable conversation and critical thought

Provide knowledge and foster critical thinking

To understand the influence of negative gender norms, and to take action to resist, challenge, report or prevent violence, learners must be able to:

- Understand how gender norms shape identity, desires, practices and behaviour
- Understand that there are traditions, practices and beliefs, laws, rules and policies that create gender inequity in the home, school, community and workplace
- Identify and challenge gender prejudices and stereotypes
- Recognise the main characteristics and effects of unequal gender norms

Enhance pro-social attitudes

To work to prevent, report, resist or address GBV, learners need to believe that gender inequity and violence are unacceptable, and that all people are equal regardless of gender, sexual preference, age, wealth or other characteristics. Promoting these pro-social attitudes also builds greater social cohesion in schools, families and communities. Core beliefs to promote include that:

- People are valuable and equal regardless of their gender
- All persons, regardless of gender, have the right to be treated in a manner that respects their human rights
- Everyone is responsible for respecting the human rights of others regardless of difference in gender

Motivate action

To take action to prevent GBV, learners need to understand the negative effects of GBV and believe in the possibility that they can make a positive difference through their actions

Support social empowerment

To work effectively on changing negative social norms, learners need to be sustained and supported by others who share this commitment

Develop skills

To understand how and when to report, desist, resist, challenge or work to prevent GBV, learners need to learn skills in collaboration, advocacy, self-care, positive peer support, assertion, and help-seeking

Rationale and helpful tips for teachers and school leaders

Everyone has a role to play in making sure that schools are safe and respectful environments for those who work and learn there. All members of the school community have a right to feel safe and valued, and a responsibility to treat others with respect, from the teaching assistant to the principal, the janitor to the district education officer, the counsellor to the learner.

This introductory section presents the key concepts and themes addressed in the classroom learning activities. It is designed to assist teachers to consider how issues related to GBV might play out within their local context. In addition, it provides suggestions about how a broader whole school approach can support the reduction of GBV in the school.

Why use a classroom programme to address school related gender-based violence?

Children have the right to a violence-free education. Classroom programmes are one element within a comprehensive school response to preventing and responding to GBV. Well-designed classroom programmes can help learners adopt positive attitudes and develop skills for positive relationships.

What are the benefits for teachers?

Awareness of gender rights is important in all workplaces, and as a teacher you also benefit when your workplace is free from gender-based harassment. Teaching is a challenging job, and teachers can experience anxiety and frustration when learners do not behave well.

However, in schools that foster respectful relationships, teachers as well as learners are sustained and supported by a positive environment (Maulana et al., 2011, Roffey, 2012).



Reflection question

Does your school currently include any learning programmes addressing the prevention of violence or GBV?

Why are respectful relationships important?

Respectful relationships have a positive influence on learner and teacher well-being, as well as on learning outcomes (Holfve-Sabel, 2014b). Positive peer relationships provide friendship and support for learners. They have also been shown to increase learner motivation and engagement in learning, improve academic outcomes and lead to reductions in risk-taking behaviour (such as use of drugs and alcohol) (Holfve-Sabel, 2014b, Maulana et al., 2011).

In contrast, poor peer relationships have a negative impact on learner well-being and learning outcomes. Both perpetrators and targets of GBV are more likely to suffer from mental health problems, including anxiety and depression (Dake et al., 2003, Rønning et al., 2009, Rigby, 2013, Allison et al., 2009, Mahidol University et al., 2014, Lai et al., 2008).

Positive teacher-learner relationships are also important. Learners who have a good relationship with their teacher are more likely to be engaged at school, try their best, and to use their teacher as a source of help. Learners who have a poor relationship with their teacher are less likely to do well at school or ask the teacher for support when experiencing bullying or harassment (Roorda et al., 2011, Holfve-Sabel, 2014a, Wang et al., 2014, Chong et al., 2010, Huan et al., 2012).

What can teachers do to build positive relationships with their learners?

Some research studies have asked learners themselves what it is that effective teachers do to build positive relationships with learners (Johnson, 2008, Cahill et al., 2004, Zakrzewski, 2012b, Maulana et al., 2011, Heng, 2014).

Learners say that effective teachers are well-organised and set clear boundaries. They attend to classroom and task management, and provide structure, order and challenge. However, interpersonal relationships are also important. The teacher's relational style can make a big difference to the learners' persistence, engagement and sense of self-worth.

Learners say they feel encouraged and try harder when their teachers:

- Smile and greet the learners
- Show they are proud of their learners
- Take an interest in what learners do
- Listen to learners
- Provide support, hope and encouragement for the learners' progress
- Treat learners with respect
- Avoid harsh or punitive styles in their learner management practices
- Explain things clearly and give feedback and help when needed
- Attempt to understand learners' cultural background and individual interests

Most learners like it when their teachers are firm and fair (Maulana et al., 2011, Roorda et al., 2011), and manage the class behaviour in a positive way so as they are free to get on with their learning (2014, Huan et al., 2012). One way to discipline learners in a respectful way is using positive discipline or positive behaviour management. Positive discipline focuses on strengthening positive behaviours, and builds the capacity of children to take responsibility for their own behaviour. Rather than control behaviour through fear tactics, positive discipline works through:

- Teaching children about rights, responsibilities, rules and standards
- Teaching children how to manage their own behaviour through developing life-skills and social skills such as respect for others, cooperation, communication and problem-solving
- Developing children's awareness of the effect of their positive and negative behaviours on others
- Encouraging children's desire to be considerate and respectful
- Improving children's understanding of the way in which rules and expectations work to protect people's rights and needs.

Teachers can also demonstrate gender equality in their teaching practices. For example, teachers can give equal attention to all learners regardless of their gender and they can make sure they do not reinforce gender stereotypes in the way they treat the learners or teach about their topic areas.

How can you discuss issues of violence with your learners?

Some teachers worry that talking about violence may have negative effects for those who have experienced violence. However, teachers can do things to make discussions about violence-prevention safe and productive for learners. This is in part done through the use of carefully constructed learning activities and the use of scenarios rather than personal



Reflection question

*Which of the items on the list above are part of your regular practice?
Which do you want to adopt or increase?*

stories. The tasks are designed to assist learners to explore the issues in a blame-free environment which is conducive to honest engagement with the challenge of change. They assist learners to question harmful attitudes and practices without resorting to blaming or naming, and without needing to call on their personal stories. Nonetheless, some of the material in the programme may trigger sad or angry emotions in the learners, or in the teachers themselves. Some learners may react defensively, and show this by laughing, joking, accusing or denying the existence or effects of GBV. In this case teachers can use a combination of effective positive classroom management practices to deal with any potentially unruly or belittling behaviour and provide additional support or referral for those finding the material difficult.

For those learners who find the material upsetting, it is important to provide some alternative activities if this option is needed, and to follow up to make any necessary action plans, strengthen coping strategies, or connect the learner with additional support as needed.

What can teachers do if they suspect that a learner has experienced violence or if a learner tells them about an experience?

Learners can be reluctant to approach teachers or school officials to report violence. This can be due to feelings of shame, lack of hope or confidence that teachers can be a useful source of help, or fear of retribution or of escalation of the problem.

If you suspect that a learner may have experienced GBV, it is important to initiate follow-up conversations rather than just wait for learners to come to you. A follow-up conversation is best conducted in a safe environment that is private, so as not to stigmatise, embarrass or put the learner at risk. Some questions that could help start the discussion include:

- Many young people experience harassment, violence or negative treatment by others. Is this happening to your friends or classmates at all?
- Is it ever happening to you?
- What sorts of things are happening?
- Where is this happening?
- How often is this happening?
- Who is involved?
- How is it affecting you?

In those instances when learners do disclose, it is important to respond appropriately. Here are some things you can say if a learner does report an experience of violence:

- It is good that you told me about this
- It should not be happening to you
- You do not deserve this
- It is not your fault when someone is violent
- It can be hard to talk about, but can you tell me more about what has been happening

You can respect learners' needs for privacy and protection by referring matters to the school principal or administrator in ways that are discreet and respectful of the needs of the person who approached you. Some acts of violence may need to be reported to local authorities. This should be done in a way that ensures protection of the child during and after the notification process.

What else can teachers do to be aware of who may be affected?

There are several things that you and other school staff can do to monitor the school and ensure they are aware of and respond appropriately to incidents of school-related gender-based violence:

- Monitor areas where learners report feeling less safe, such as around the school gates during the start and end of the school day, around the latrines and the more secluded places in the school yard, or during school breaks
- Watch for patterns of rough play in the corridors, recreational area, canteen, in queues or other crowded areas
- Listen for negative forms of verbal harassment
- Identify and follow up with learners who are isolated in the class or the yard
- Watch for patterns of interaction between older and younger learners
- Follow up with learners who are often absent
- Follow up with learners who report feeling sick at school, particularly those who have a pattern of feeling sick during breaks. These learners might be experiencing strong emotions like sadness, distress, or similar, which can cause physical symptoms
- Ask about bruises, injuries, torn clothing, or missing books or equipment
- Follow up if learners seem teary, aggressive, withdrawn, or easily alarmed, as they may have experienced some form of trauma
- Follow up when there are unexplained changes in behaviour, attendance, participation or grades



Reflection question

Does your school encourage learners and parents to report violence? Does it provide a discreet and safe way for learners to do this? What else might enhance your school's contribution in this area?

Some schools establish methods for learners and parents to report incidents of violence without fear of breach of privacy. Common methods include:

- *Inviting learners to drop a note into a more general suggestions box*
- *Inviting parents to visit or drop a note to the class teacher*
- *Use of phone calls, emails or notes from home to school*
- *Use of posters around the school to inform learners how to disclose*

What can schools do?

School-based efforts to reduce GBV are most effective when supported by a whole-school approach to promoting a safe and supportive learning environment. Taking a whole-school approach includes a focus on policy, practices, relationships, and partnerships as well as on the curriculum (Flood et al., 2009).

The World Health Organisation's Health Promoting Schools model (Figure 1) can be used to guide whole-school approaches. It recognises the importance of action in the three areas of: a) curriculum, teaching and learning; b) school organisation, policy and relationships; and c) partnerships with parents, community and agencies (WHO, 2014).

Figure 1: WHO's Health Promoting Schools Framework (as adapted by National Health Promoting Schools Initiative, 2000)

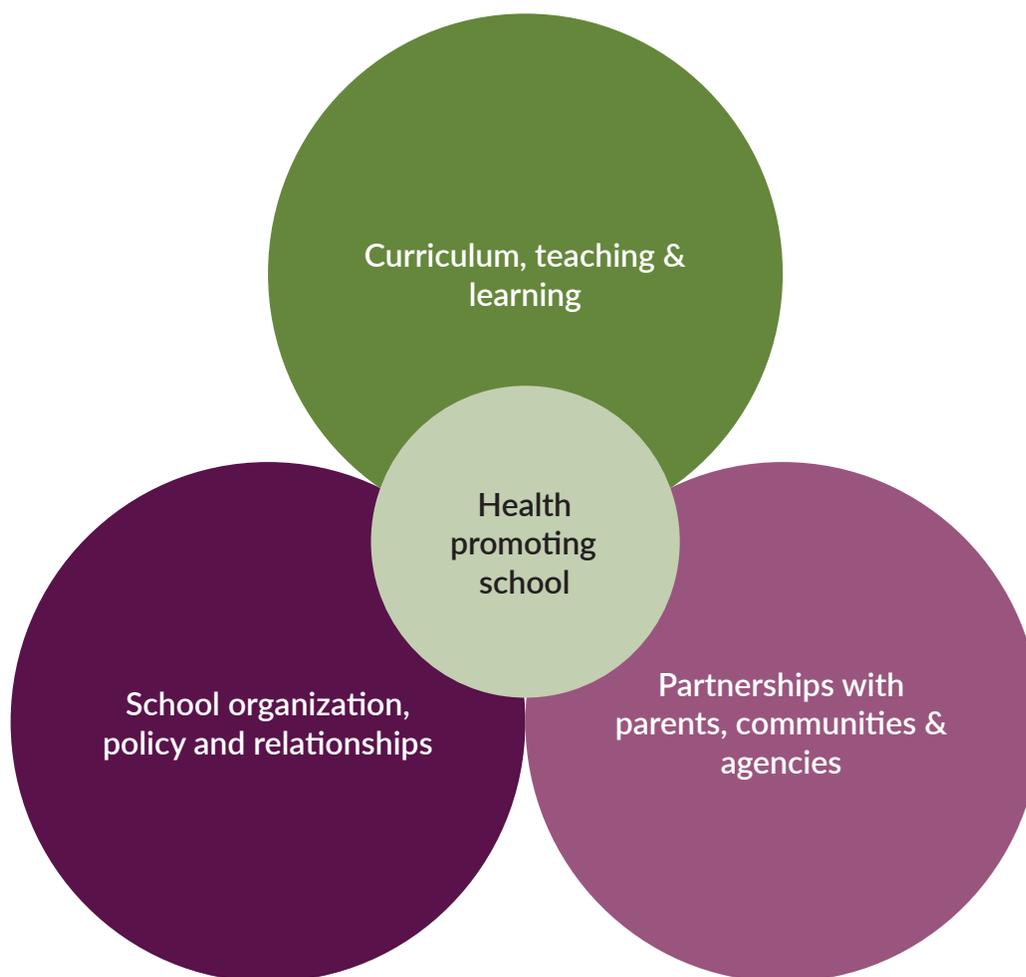


Table 2 gives some examples of violence-prevention actions that schools can take across the three intersecting domains of the Health Promoting School framework.

Table 2: Using the Health Promoting School framework

School organisation, policy and relationships

This includes...

- School policies that address all forms of harassment and violence
- Use of school discipline policy with an emphasis on training teachers in positive discipline methods
- Existence and use of a safe and confidential reporting system (that all learners and teachers are aware of) for incidents of violence
- Learners participate actively in the school (such as making classroom rules or having learner councils)
- Effective supervision of play spaces, toilets, and open areas

Curriculum, teaching and learning

This includes...

- Curriculum addressing gender awareness and violence prevention
- Curricula and teaching materials promote positive values, gender equality and tolerance
- Explicit teaching of social and emotional learning skills
- Teachers modelling non-violent, non-gendered ways to deal with conflict
- Teaching of comprehensive sexuality education

Partnerships with parents, community and agencies

This includes...

- Engaging parents in school activities and decision-making
- Regular communication between parents and teachers
- Working with community members to ensure safe travel to and from school
- Good referral partnerships for learners needing health or protection services
- Safe disclosure mechanisms for peers and parents to report concerns about GBV



Reflection question

What do you see when you use the Health Promoting School's framework to map your school's violence-prevention strategies? What is the school doing well? Where is additional work needed?

Understanding key concepts and issues

This section provides a short tutorial for teachers and school leaders.

It addresses the main themes covered in the learning activities. It also explains how a whole school approach can be used to prevent SRGBV. This material can be used in staff development activities and help to build teachers' readiness to lead the teaching programme. Issues of gender inequality vary greatly within and between countries in the region. Therefore schools should consider each issue in their own context.

Understanding gender and gender norms

When teaching about GBV, learners need assistance to understand the difference between the inherent biological differences between males and females, and the learnt social and cultural differences. In the English language, the term 'sex' is used to denote the biological or physical differences between the bodies of men and women, which are typically defined by our genes. The term 'gender' is used to stand for the differences that are created as a result of the social and cultural expectations and norms about what it means to "be a man" or to "be a woman". In many settings males are expected to be strong, powerful and in control, and females are expected to be submissive and obedient.

Many of the differences in the health, educational and economic outcomes of males and females are not biological in origin. Rather they are associated with influence of gender norms and associated behavioural and institutional practices. A simple description of these differences is shown in Table 3.

Table 3: Differences due to sex and gender

Differences due to SEX	Differences due to GENDER
From the time of birth there are biological or physical differences between the bodies of males and females	Differences are learnt through modelling and observation and passed from one generation to the next
Differences between male and female bodies are the same all over the world	There is variation from place to place around the world because gender norms vary from one social and cultural context to another
These differences last from birth to adulthood	Differences may lead to exploitation or unequal treatment if males and females are not valued equally, or if variation from the norm is not accepted
These differences become more noticeable after puberty is reached	Gender norms can change over time

Beliefs about gender norms and roles are created by societies. Gender norms include attitudes about what it means to act, speak, dress and express oneself as male or female. Children learn these norms and expectations as they grow up and this influences the roles they adopt. They absorb gender expectations from many sources, including parents, friends, teachers and media. They also observe institutional and community practices and traditions.

Some males and females do not want to shape themselves to fit within the gender expectations of their society. Some gender expectations can be harmful and lead to inequitable treatment. For example, harmful gender norms may include the assumption that it is acceptable for a young male to make sexual comments about a female who is walking on the street, or the assumption that a daughter's education is not as important as a son's education.

Gender norms can vary from one community to another, with some communities showing more equitable treatment than others.



Reflection question

What are some gender norms in your region or community? What are the negative effects of these norms? How are these norms and expectations playing out in the behaviour of your learners?

Considering the impact of unequal gender norms

Gender norms can affect school attendance and participation. In some locations, girls are expected to support home duties or marry early and this can interrupt their schooling. Some boys are expected to leave school early to contribute to the family income. When families do not believe that there will be a good return from investing in their daughters' education, they may be withdrawn from school before their brothers.

In many cultures, gender norms result in females getting married very young. This has effects on females and their future children. In Africa, marriage is seen as a key reason for girls leaving school (UNFPA, 2012). Not only can child marriage prevent access to education but when women under the age of 18 have children, there is greater risk of birth complications for both mother and infant (UNFPA, 2012).

Completion of primary and secondary education is very important, particularly for females and their future families. Educated mothers tend to have healthier children. A mother with more education is likely to engage in family planning and have fewer children.

Her children are more likely to survive infancy and will have fewer health problems. For each additional year of education that a woman receives, there is a 7 to 9 per cent reduction in infant mortality (Cleland and Van Ginneken, 1988). An educated mother is also better able to contribute to the family's economic situation (UN Special Representative of the Secretary General on Violence against Children, 2012).

Negative gender norms can affect health as well as education outcomes. Early marriage places females at higher risk of maternal health problems and domestic violence in addition to early school leaving. Maternal health problems are a particular risk for girls under the age of 18. In developing countries, complications during pregnancy and childbirth are one of the leading causes of death for adolescent girls (WHO, 2017).

The global HIV/AIDS epidemic disproportionately affects women. Women represent 52 per cent of those living with HIV globally. In Southern and Eastern Africa, women account for 59 per cent of those living with HIV (Gibbs et al., 2012). Unequal gender power relations can be seen as a dominant force contributing to disproportionate rates of HIV prevalence between men and women. Practices such as transactional sex, early marriage for women, sexual abuse and male dominance in relationships increase the risk of women contracting HIV/AIDS.

Mental health problems are a significant issue for young people and in many countries girls show higher rates of depression, anxiety and suicide ideation than boys. In some countries in the region, adolescent girls are up to 30 per cent more likely to seriously contemplate suicide (CDC and WHO, 2003; 2009; 2015). Exposure to violence, abuse, neglect, bullying, substance abuse and lack of supportive home environment place young people at a higher risk of poor mental health (Patel et al., 2007).

Males and interpersonal violence

Males are often expected to be powerful, fearless, and in control. This can result in aggressive behaviour. Interpersonal violence is amongst the top five most serious risks to young men's health in Africa. Interpersonal violence accounts for the death of 16 per cent of young males aged 15-19 years in Africa (World Health Organisation, 2012).

Young men aged 15 to 19 globally are at a higher risk than young women for injury in road accidents and interpersonal violence (Institute for Health Metrics and Evaluation, 2010). Young men are also more likely to use alcohol, cigarettes, and other drugs. Young men may face gender pressures to participate in unsafe or reckless activities that are promoted as masculine (UNODC, 2010).

Regional data collected in the Global School-based Learner Health Survey in Kenya (CDC and WHO, 2003), Malawi (CDC and WHO, 2009), Mozambique (CDC and WHO, 2015), Namibia (CDC and WHO, 2013a), Tanzania (CDC and WHO, 2014), Uganda (CDC and WHO, 2003a), Zambia (CDC and WHO, 2004) and Zimbabwe (CDC and WHO, 2003b) shows that in most of the countries males are more likely to consume alcohol than females (see Figure 2).

Figure 2: Percentage of 13-15 year olds who had consumed at least 1 alcoholic drink in the past 30 days



Indicator: Alcohol consumption (aged 13-15) defined as the 'percentage of 13-15 year olds who had consumed at least one alcoholic drink on at least one day during the 30 days before the survey'.

Data reported in this figure was compiled from the Global School-based Learner Health Survey in: Kenya (CDC and WHO, 2003); Malawi (CDC and WHO, 2009); Mozambique (CDC and WHO, 2015); Namibia (CDC and WHO, 2013a); Tanzania (CDC and WHO, 2014); Uganda (CDC and WHO, 2003b); Zambia (CDC and WHO, 2004); Zimbabwe (CDC and WHO, 2003b)

Defining violence

Interpersonal violence can affect people of all ages, cultures, and class. The term 'violence' is used broadly to include many forms of negative treatment, including physical, verbal, psychological and sexual actions.



Reflection question

What are the health-related effects of gender norms in your community? How are your learners affected? How are you affected? What strategies are in place to address this?

- **Physical** – hitting, tripping, poking, punching, kicking, throwing objects
- **Verbal** – name-calling, put-downs, threatening (this includes, sexist, homophobic and racist comments and remarks)
- **Psychological** – spreading rumours, staring, stalking, following, intimidating, humiliating
- **Sexual** – sexualised taunts and gossip, sexual harassment, sexual assault, rape, sexual humiliation and/or intimidation, forced exposure to sexualised acts, images, pictures or websites
- **Economic** – limiting a person's access to money or resources.

The connection between gender and violence: Gender-based violence

Gender-based violence (GBV) is a sub-category of interpersonal violence. It includes forms of violence that target individuals or groups on the basis of their gender. GBV is any act that results in, or is likely to result in, physical, sexual, or psychological harm or suffering to someone (male or female) based on gender role expectations and stereotypes.

GBV is associated with unequal distribution of power. Power is exercised through control of resources, ideas, and knowledge. It can be used in positive and negative ways (Plan International, 2013a, Jewkes et al., 2010). For example, someone with power can decide to use their power to create positive change. But power can also be abused. GBV is an abuse of power. It can include the abusive use of physical power, such as physical violence (like hitting, pushing, or slapping). It can also occur through the abuse of psychological or emotional influence such as when someone convinces others to do things that are against their interests or abuses their rights, or controls others through fear (Plan International, 2013a). In many societies, females are expected to be submissive to males. This results in females having less power. People who do not conform to traditional gender norms are also at greater risk of GBV.

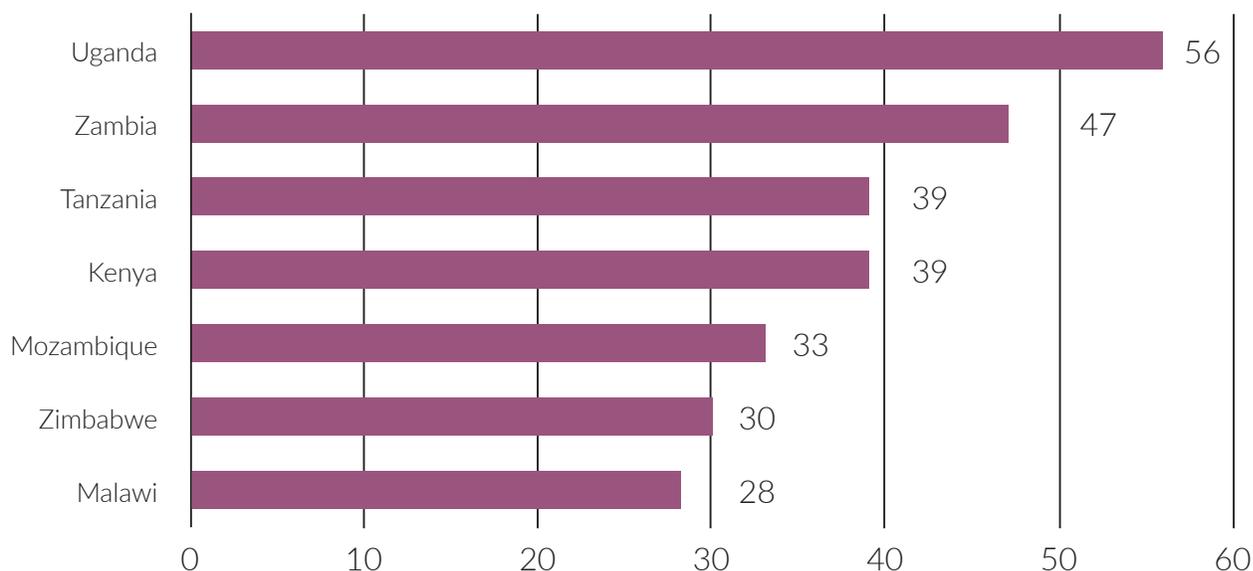
Some examples of GBV are:

- **Physical:** A man hitting his wife for spending money without his permission
- **Verbal:** An aunty taunting her niece for showing too much interest in education, and telling her she will never be desirable in marriage if she becomes too smart
- **Psychological:** A group of boys excluding another boy and stealing his belongings because he thought to be effeminate
- **Sexual:** A boy calling out lewd comments to girls on the street, or touching the girls in a sexual way as they walk out the school gate
- **Economic:** A man forcing his wife to hand over the money that she has earned and not allowing her to make decisions about what happens to their money.

Prevalence data collected within the Eastern and Southern Africa (ESA) region indicates that young people experience high rates of physical violence, including via corporal punishment in home and school settings. They also experience high rates of physical and sexual violence in and around the school on the part of peers, adults and school personnel (Fry, 2016). Research shows that girls are at greater risk of sexual violence, harassment and exploitation than boys. Boys are more likely to experience frequent and severe physical violence or corporal punishment from adults or peers. Young people who do not fit into traditional gender norms also experience higher rates of SRGBV (UNESCO and UN Women, 2016). Boys are more likely to be the perpetrators of SRGBV and are more likely to inflict physical bullying. Girls tend to use verbal or psychological forms of violence, such as exclusion, against other girls. Violent practices are often maintained through social structures, institutions and culturally held beliefs and behaviours which are tolerated or sanctioned within a society (UNESCO and UN Women, 2016).

The prevalence of GBV varies from country to country, and between males and females. Information and data about GBV can be difficult to collect. People are often reluctant to report that they are victims or perpetrators of violence. This means that the information that is available may only represent a specific population (e.g. girls as opposed to boys or adult females as opposed to children and young people) or a specific type of violence. For some countries, very little data exists on the prevalence of GBV. This may be due to the data being too difficult or sensitive to collect. Figure 3 shows the differing prevalence of physical GBV against women in a range of countries.

Figure 3: Lifetime experience of physical violence reported by females (%)



Indicator: Proportion of women aged 15-49 experiencing physical violence at least once in their lifetime.
Source: United Nations, 2015

GBV is linked to the way different societies and cultures understand gender roles of males and females. These understandings are influenced by many different factors. Figure 4 illustrates the way in which people's understandings and experiences of violence or protection are influenced by factors at different 'levels' of their environment. This includes: their immediate environments of family, neighbourhood and school; their institutional environment such as the policies and systems that allocate resources and determine service provision; and the big shaping forces of culture, religion and beliefs. Multiple factors in these different environments can either work positively to prevent violence or work negatively to increase the prevalence of violence. Therefore, efforts towards positive change must look not only at actions to address individual attitudes and behaviours but also those that exist at community, policy and broader societal levels.

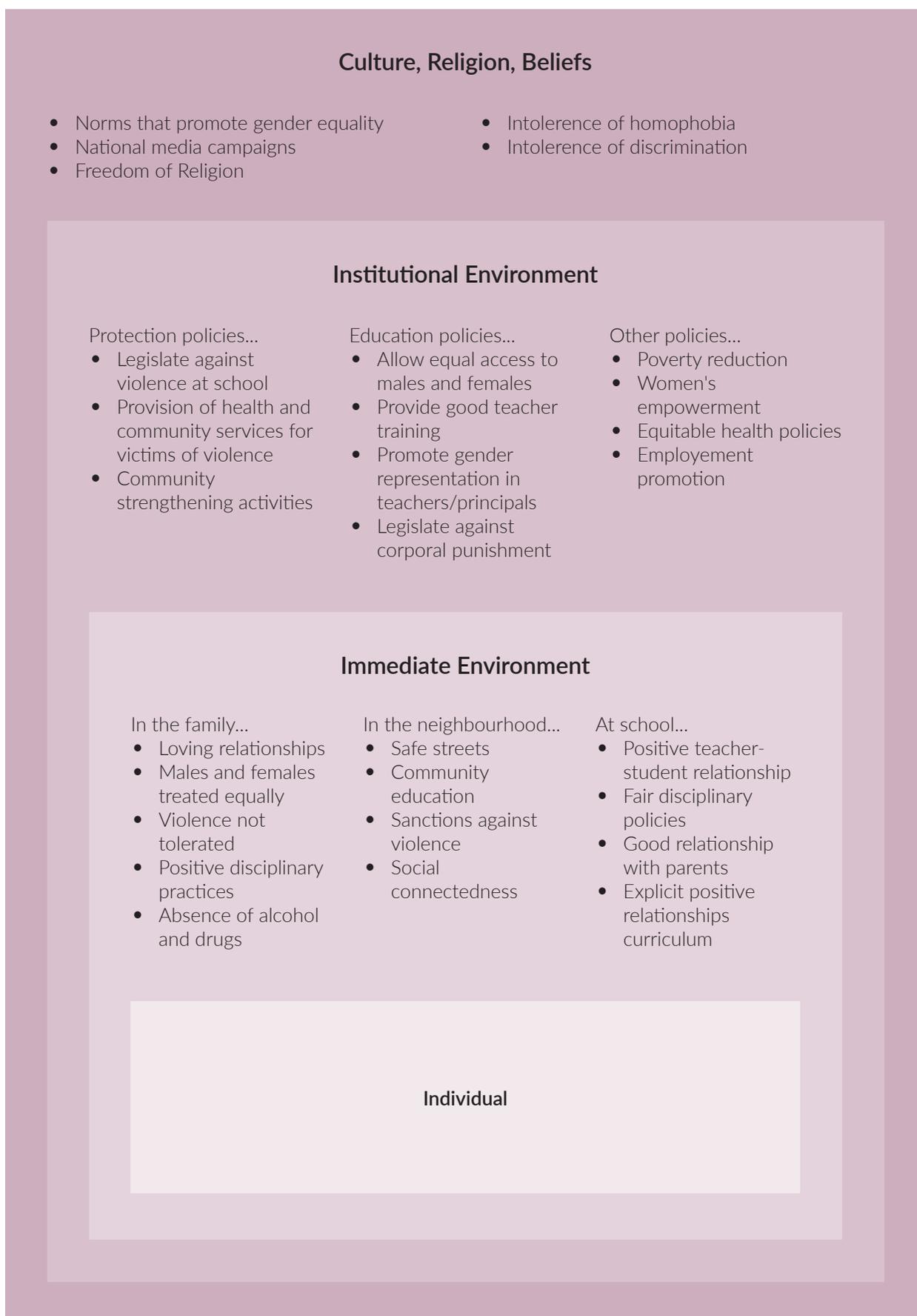
The school has a very important part to play in reducing violence in the immediate environment. Programmes such as the one proposed here, as well as other school activities can positively influence a young person's present and future behaviours and experiences. Ideally school-based efforts are complimented by positive strategies in the home and community settings, as well as within the institutional environment and the broader cultural environment.

Impact of GBV

The experience of GBV can have serious physical and mental health outcomes (Morse et al., 2012). Studies show that males and females who have experienced violence are more likely to be depressed, tired, or feel worthless and are at higher risk for having drug or alcohol problems (Bonomi et al., 2006, Mahidol University et al., 2014).

GBV in the home can also affect children's health and well-being. Experience of sexual violence can negatively impact school engagement and performance. Fear of sexual abuse is often a reason for parents withholding their daughters from school, particularly when there is a high risk of assault occurring within the school grounds or during travel to and from school. This concern for the sexual safety of girls is heightened within communities where there is a high prevalence of HIV/AIDS (United Nations, 2016). The risk of contracting HIV/AIDS or other sexually-transmitted infections increases dramatically for girls who experience sexual violence, and the occurrence of depression and alcohol abuse is also a common consequence (Ameli et al., 2017). For males, exposure to violence during adolescence contributes to a heightened likelihood of engagement in antisocial and violent behaviour, and increased vulnerability to depression and drug use.

Figure 4: People's understandings and experiences of violence or protection are influenced by factors at different 'levels' of their environment



GBV at school

School-related gender-based violence (SRGBV) is any form of violence based on gender roles and relationships that takes place in, on the way to, or around the school or educational institution. Although this violence may take place in the classroom itself, it often occurs in other less supervised spaces in or around the school. These areas could be the lunch/recreational areas, near latrines, or in boarding houses or teachers' residencies. It can also take place whilst travelling to or from school. The violence may be perpetrated by learners or by adults, including teachers, administrators, parents or school staff.

Those who have less power in and around the school are more likely to be targets of GBV. Girls are at especially high risk for GBV.

The GBV that happens in schools tends to mirror the types of gender violence that takes place in the broader community. Some forms of SRGBV are presented in *Table 4*.

Table 4: Examples of school-related gender-based violence

Verbal	<ul style="list-style-type: none">• Gendered name-calling• Shaming, teasing or humiliating of those who don't conform to gender norms• Use of gendered language to abuse or put others down• Name-calling or reprimands based on supposed sexual history
Psychological	<ul style="list-style-type: none">• Excluding those who don't conform to gender norms• Circulating gossip or rumours• Insulting or rude gestures, facial expressions or body movements
Physical	<ul style="list-style-type: none">• Harassment of those who do not fit gender norms by pinching, beating, slapping, pushing, kicking, or throwing objects• Forcing gendered labour or service (e.g. girls having to stay behind and clean the classroom)• Using more severe forms of corporal punishment against male learners
Sexual	<ul style="list-style-type: none">• Unwanted kissing, groping or touching• Making sexual remarks about another's behaviour or reputation• Forced sexual contact• Rape• Forced viewing of sexual acts or pornography• Exchange of sexual services for better grades
Economic	<ul style="list-style-type: none">• Controlling access to finances (e.g. stealing lunch money)• Unequal pay/recognition for performing the same work• Denying access to health care• Not being permitted to work or attend school based on gender

Gender-based violence on the way to school

Various studies show that learners may experience GBV while they are travelling to and from school (Plan International, 2013b, ActionAid International, 2004, Porter et al., 2012). With many learners in Eastern and Southern Africa making long and unaccompanied journeys to school, the risk of sexual violence, particularly for girls is high. This is a key factor contributing to the disparity between male and female participation in formal education (Porter et al., 2012) as parents may decide to remove their children from school if they feel that they cannot get there safely (Government of Papua New Guinea and Development Partners Gender Forum, 2012).



Reflection question:

- How safe are your learners on their way to and from school?
- Is it different for boys and girls in your school?
- What kind of school-related GBV is most evident in your school?
- Where and when does this violence tend to take place?

The effects of SRGBV

Research shows that there are many negative effects on learning and on health for those who directly experience GBV. Some of these effects are also experienced by those who observe violence and live in fear that it may at some time be directed towards them. Examples of some of these effects are listed in *Table 5*.

Table 5: Effects and psychological outcomes of SRGBV

Effects of SRGBV on learning include:	Psychological outcomes of SRGBV, include increased risk of:
<ul style="list-style-type: none">• Being unable to concentrate• Attaining lower grades• Losing interest in school• Fearful to participate in class activities• Afraid to ask the teacher for help• Exclusion from various school activities (e.g. Sports)• Transferring to different schools• Leaving school altogether• Reduced options in subject and career choices	<ul style="list-style-type: none">• Lower self-esteem• Anxiety• Depression• Poor physical health• Loss of trust in others• High risk sexual behaviour• Family conflict• Self-harm• Suicide• Uptake of alcohol or other drug use

When thinking about the effects of GBV, it is important to understand the impact of frequency and duration as well as that of severity of incident. Learners can be seriously affected by sustained and less noticeable forms of violence as well as by more extreme one-off events. Both ongoing lower-level forms of violence and the more serious events can cause the negative learning and health consequences listed above.

People may show different symptoms in response to exposure to violence. Research shows that girls who have been victims of violence are more likely to suffer depression or anxiety, whereas boys often exhibit aggression, substance abuse, or conduct problems such as aggression or delinquent behaviour (Wang et al., 2014, Zakrzewski, 2012a, Morse et al., 2012).

Identifying who experiences violence and GBV at school

All young people can experience violence at or around the school. But, experiences of violence can be different for girls and boys. Evidence suggests that boys are more likely to be the targets of physical violence and girls are more likely to be the victims of sexual violence and verbal harassment (UNESCO and East Asia Pacific UNGEI, 2014). Data collected within the East and Southern Africa (ESA) region indicates that young people experience high rates of physical violence, including via corporal punishment in home and school settings. They also experience high rates of physical and sexual violence in and around the school on the part of peers, adults and school personnel (Fry, 2016).

Peer to peer violence

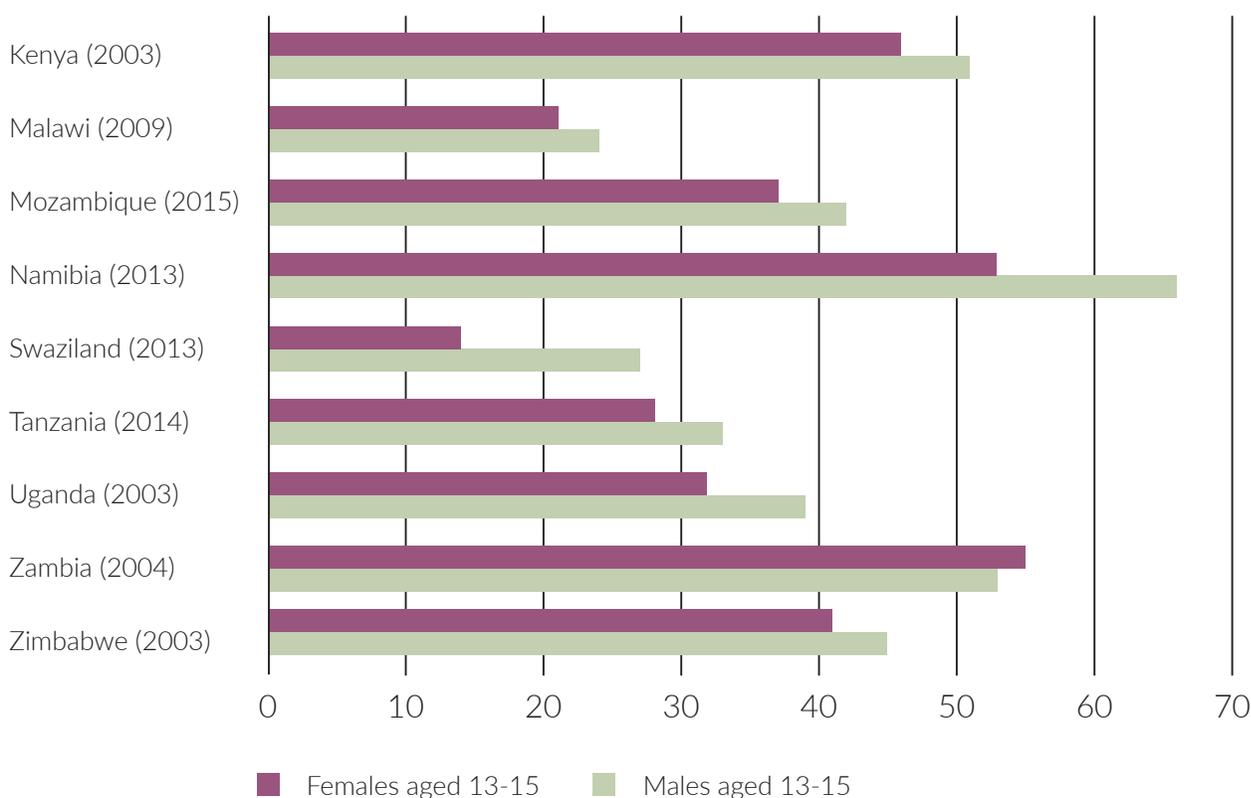
Boys are more likely to be the perpetrators of peer-to-peer violence and are more likely to inflict physical bullying. Girls tend to use verbal or psychological forms of violence, such as exclusion, against other girls.

The data in *Figure 5* shows that peer to peer violence is common throughout schools in Eastern and Southern Africa with higher rates of involvement in physical fights for males than for females. Some countries show close to half of learners involved in physical fighting, whilst others show rates of closer to a quarter of learners involved in a physical fight across the last year.

Girls are more likely to be targets of verbal, psychological and sexual violence. Sexual abuse is a particularly harmful type of GBV and can be perpetrated by both peers and adults within the home, community and school setting. UNICEF reports that 30-40 per cent of girls in the region under the age of 18 have experienced sexual violence (UNICEF, 2016a). The Violence Against Children Study in Kenya (United Nations Children's Fund Kenya Country Office et al., 2012), Malawi (Ministry of Gender et al., 2013) and Tanzania (CDC and WHO 2014) show rates of reported experience of sexual violence for girls before the ages of 18 years to range from 22 to 32 per cent (Figure 6). The graphs show that patterns and rates of violence may differ greatly within and between countries.

Studies investigating the cause of violence within schools attribute the cultural tradition and teacher failure to intervene as central to the continuation of violence within the school (UNESCO, 2018). Educators are often unprepared to prevent, address and report SRGBV, and violence education is often under-addressed in the school curriculum. Learners being perceived as different in terms of gender is often a cause for violence within the school. Those learners who do not fit in to dominant gender norms may experience disproportionate rates of GBV.

Figure 5: Percentage (%) of learners (aged 13-15) who report being in a physical fight in the past 12 months



Indicator: Learners (aged 13-15) who report being in a physical fight defined as 'percentage (%) of learners who were in a physical fight on or more times during the past 12 months'

Data reported in this figure was compiled from the Global School-based Student Health Surveys in: Kenya (CDC & WHO, 2003); Malawi (CDC & WHO, 2009); Mozambique (CDC & WHO, 2015); Namibia (CDC & WHO, 2013a); Swaziland (CDC & WHO, 2013b); Tanzania (CDC & WHO, 2014); Uganda (CDC & WHO, 2003a); Zambia (CDC & WHO, 2004); and Zimbabwe (CDC & WHO, 2003b)

Figure 6: Percentage (%) of males and females who report experiencing sexual abuse prior to 18 years



Indicator: Reported experience of sexual violence defined as 'percentage (%) of males and females aged 18-24 who reported experiencing any sexual abuse prior to the age of 18'

Data reported in this figure was compiled from the VACS studies in: Kenya (UNICEF Kenya et al., 2012); Malawi (Ministry of Gender et al., 2013); and Tanzania (Division of Violence Prevention et al., 2009)

This can include, for example, when boys are repeatedly mocked because they act in a manner which is held to be feminine, or when girls are excluded because they want to do things that are believed to be 'too masculine' and therefore not proper for a girl. As a result of negative community attitudes and inflexible gender stereotypes, learners who do not conform to traditional gender norms are more likely to experience violence.

Some data from specific countries:

School-based peer initiated physical violence was reported by:

- *42% of female and 45% of male learners aged 13-15 in Zimbabwe (CDC and WHO 2003b)*
- *14% of female and 27% of male learners aged 13-15 in Eswatini (CDC and WHO 2013b)*

School-based sexual violence was reported by:

- *13% of males and 30% of female learners aged 13-15 in Tanzania ((CDC and WHO 2014)*
- *15% of males and 22% of females aged 13-15 in Malawi (CDC and WHO 2009)*

Location of abuse

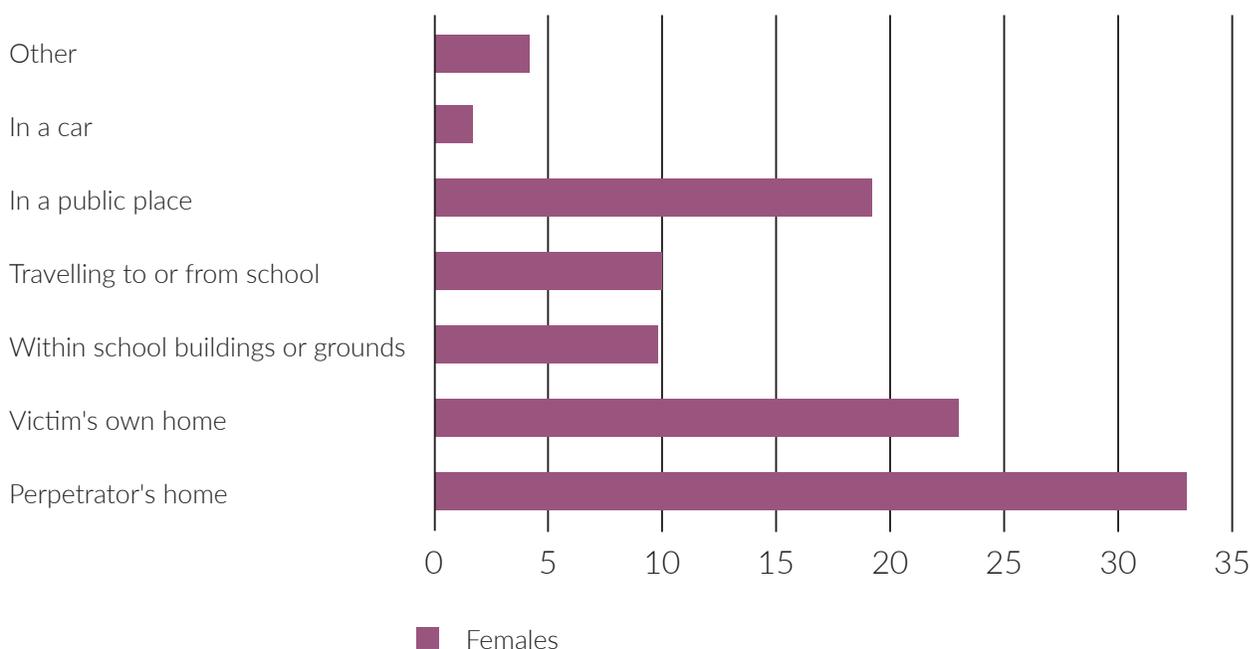
Young people experience abuse in a range of locations including in private spaces such as the home; in various outdoor spaces including beside rivers, fields, lakes; in public spaces such as the marketplace; and in schools. Whilst the school is a site of risk for many young people, VACS country reports in Malawi, Eswatini and Tanzania show that the first instance of sexual abuse for females and males is more likely to happen in homes than in schools (Figures 7, 8, 9).

Figure 7: Malawi: location where first incident of sexual abuse occurred, as reported by 18-24 year olds to have occurred prior to 18 years of age



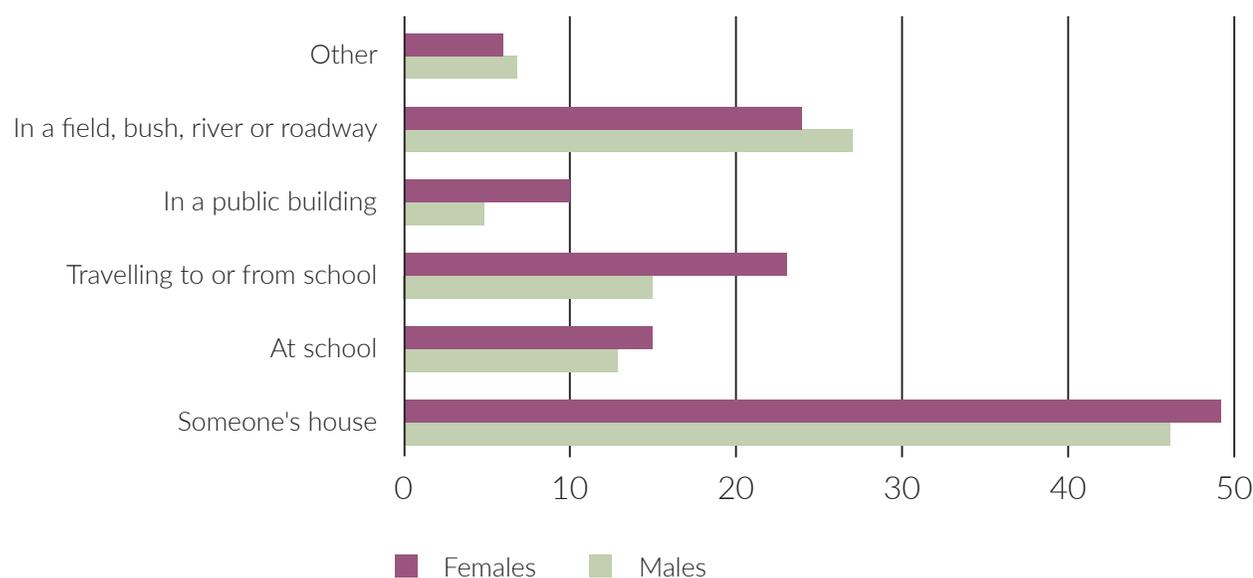
Indicator: Malawi, location of sexual abuse defined as 'location (%) where first incident of sexual abuse occurred: 18-24 year olds experiencing sexual abuse prior to 18 years of age'
 Source: (Ministry of Gender et al., 2013)

Figure 8: Eswatini: location where first incident of sexual abuse occurred prior to 18 years, as reported by 18-24 year old females



Indicator: Eswatini, location of sexual abuse defined as 'location percentage (%) where first incident of sexual abuse occurred: 18-24 year old females experiencing sexual abuse prior to 18 years of age'
 Source: (Swaziland UNICEF & CDC, 2007)

Figure 9: Tanzania: location where first incident of sexual abuse occurred, as reported by 18-24 year olds. Abuse to have occurred prior to 18 years of age



Indicator: Tanzania, location of sexual abuse defined as 'location (%) where first incident of sexual abuse occurred: 13-24 year olds prior to 18 years of age'

Source: (Division of Violence Prevention et al., 2009)

Barriers to reporting

When young people experience abuse, it often goes unreported. Sexual violence against children and young people is often perpetrated by someone close to the victim, and this can present particular barriers to reporting as victims can fear negative repercussions for themselves, their families and even for perpetrators (United Nations, 2016).

Reluctance to report is often associated with a belief that domestic matters should be resolved quietly by the families concerned, and that this may be done with little or no input from the victimised children.

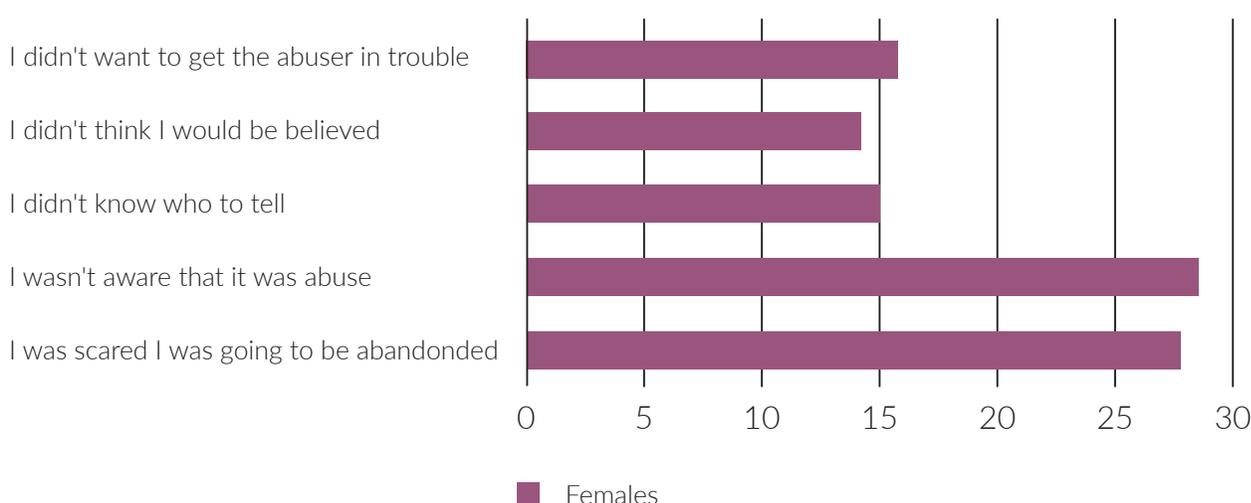
Regional data collected in the *Violence Against Children Survey (VACS)* reports on reasons why adolescents do not seek services, and why adolescents fail to report following an incident of sexual violence (Zimbabwe National Statistics Agency et al., 2013, Swaziland United Nations Children's Fund and the Centers for Disease Control and Prevention, 2007, Division of Violence Prevention et al., 2009). Data for Zimbabwe (Table 6), Eswatini (Figure 10) and Tanzania (Table 7) demonstrates that sexual abuse often goes unreported as young people are unaware that what they have experienced is abuse. Fear of abandonment and fear of embarrassing their family are other factors that prevent young people from seeking services following an experience of sexual abuse.

Table 6: Zimbabwe: reasons for not seeking services for incident/s of sexual violence (males and females' experiences prior to the age of 18 years)

Reason	Females aged 13-24	Males aged 13-24
Afraid of getting into trouble	25%	8.9%
Embarrassed for self or family	19%	20%
Did not want abuser to get into trouble	24%	0%
Too far to services	9%	0%
Afraid of being abandoned	<1%	0%
Did not think it was a problem	32%	72%
Could not afford transport	<1%	0%
Could not afford service fee	0%	0%
Did not need/ want services	9%	9%
Other reason	10%	10%

Indicator: Zimbabwe, reasons for not seeking services following incident/s of sexual violence defined as 'percentage of males and females aged 18-24 who reported various reasons why they did not try and seek services for incidents of sexual violence prior to the age of 18' (ZIMSTAT et al., 2013)

Figure 10: Eswatini: reasons for not reporting incidents of sexual violence experienced by females aged 13-18



Indicator: Reasons for not reporting incidents of sexual violence defined as 'primary reason for not reporting sexual violence among those who did not report, aged 13-18, when the incident occurred'
 Source: (Swaziland UNICEF & CDC, 2007)

Table 7: Tanzania: reasons for not reporting incidents of sexual violence experienced by females and males (aged 13-24)

Reason	Female	Male
Fear of abandonment or separation	34%	16%
Did not want to embarrass their family	9%	18%
Did not know who to tell	7%	No data
Did not think people would believe them	7%	13%
Did not view it as a problem	5%	28%
Believed it was no one else's business	9%	15%
Thought they were strong enough to deal with it them self	6%	14%
Not wanting to get the perpetrator in trouble	7%	13%
Threats by the perpetrator	<1%	No data

Indicator: Reasons for not reporting incidents of sexual violence defined as 'reasons given for not telling anyone about experiences of sexual violence, as reported by 13-24 year olds who experience childhood sexual violence and did not disclose (Division of Violence Prevention et al., 2009)

Teachers and violence in schools

Sometimes teachers and other school staff perpetrate GBV. For example, the use of physical discipline, or corporal punishment, is a form of violence, and it can have a gendered profile. School wide efforts to reduce GBV usually include a focus on eliminating corporal punishment.

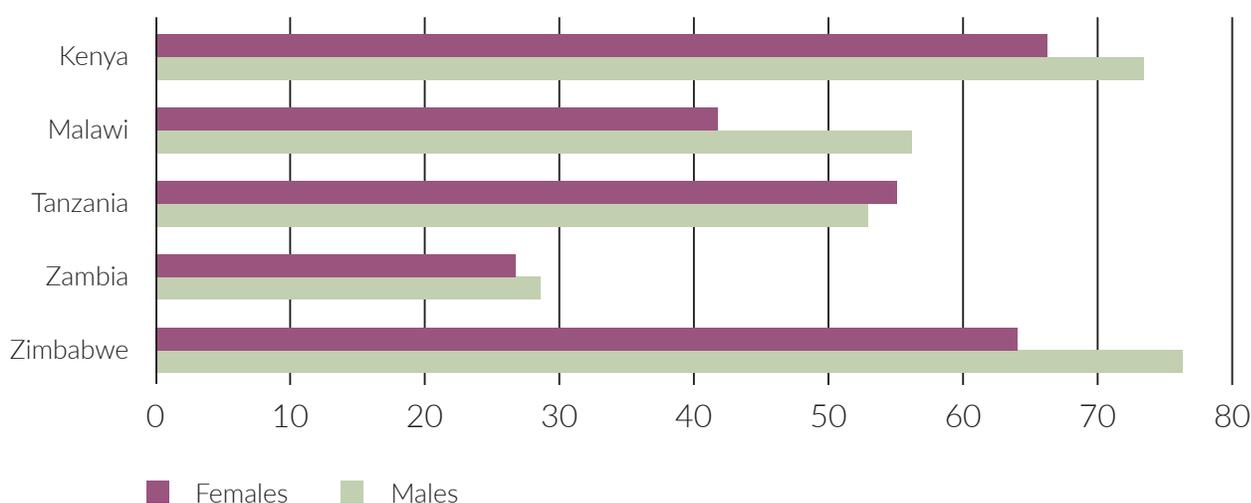
This can be challenging as in many parts of the world teachers and parents believe that physical disciplinary measures, such as hitting, smacking, slapping with the hand, stick, or a belt, are good methods for controlling behaviour (Morrell, 2001, Laurence Lwo and Yuan, 2011, Wilson, 2002, Mweru, 2010). However, there is little evidence that corporal punishment is effective. Rather there is evidence that corporal punishment fails to stop negative behaviour and fails to teach positive social behaviour (Gershoff and Bitensky, 2007). When teachers use violence, it teaches children that using violence is acceptable. Studies have shown that corporal punishment (Grogan-Kaylor, 2005, Aucoin et al., 2006, Lansford and Dodge, 2008, Plan, 2012):

- Negatively affects learning, resulting in lower grades or in learner drop-outs
- Negatively affects children's health and well-being, including causing anxiety, helplessness, humiliation, and fear of teachers or of schools
- Damages relationships between teachers and learners, resulting in decreased trust, communication and positive interactions
- Increases anti-social behaviour at home and at school over time including further perpetration of violence by those affected

Corporal punishment is prohibited either by policy or by law in many countries in the region. However, it is still practiced in many schools. Despite the existence of protective laws for children, UNICEF reports that 88 per cent of children in Eswatini and 63 per cent of children in Zimbabwe between 2-14 years old experience some form of violent discipline (either via physical or psychological abuse). Many parents continue to use corporal punishment at home and support its use within the school. Despite policy shifts away from corporal punishment, many teachers remain unconvinced or unsure about alternative methods, having themselves been raised within cultural norms which sanction the use of violence to control behaviour.

Corporal punishment has a gendered profile in that boys are more likely to be the victims of corporal punishment and male teachers are more likely to administer it. Regional data collected in the *The Violence Against Children Survey (VACS)* and reported in Fry's secondary analysis, shows that males are more likely than females to have experienced corporal punishment from parents, caregivers and authority figures (see *Figure 11*) (Fry, 2016).

Figure 11: Experienced violence on the part of parents, adults, care givers and authority figures prior to age 18 years



Indicator: physical violence experienced before 18 years, perpetrated by parents, adults, care givers and authority figures defined as 'prevalence of physical violence prior to age 18 reported by females/males 18-24 years of age by parents, adult caregivers, and authority figures in 9 VACS country sites'. Source: (Fry, 2016)

How does teacher violence affect learners?

Research indicates that children are more likely to be aggressive if they have experienced corporal punishment (Gershoff and Bitensky, 2007).

Children who have experienced corporal punishment are more likely to have mental health problems, reduced confidence and assertiveness and are less likely to trust adults (Gershoff and Bitensky, 2007).

When young people experience violence from adults, they are more likely to excuse and even perpetrate violence in adulthood (Gershoff and Bitensky, 2007).

There are also other forms of SRGBV perpetrated by teachers, administrators and school staff. For example, an administrator offering to waive a girl's school fees in exchange for sexual favours is a form SRGBV, as is the exchange of sexual favours for good exam grades.

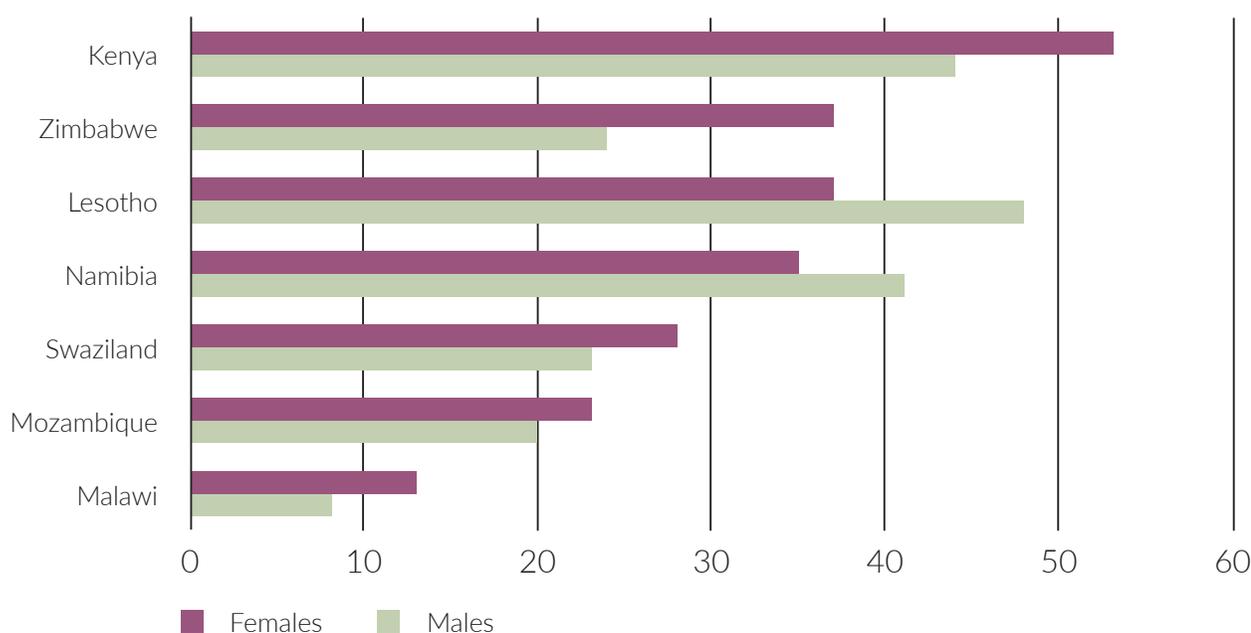
Teachers may also be the targets of GBV. For example, female teachers may face harassment or psychological violence from learners, other male teachers or administrators (UNESCO and East Asia Pacific UNGEI, 2014, UNESCO, 2018).

Teachers may also be witnesses to violence occurring between learners, between colleagues, or directed by colleagues at learners. They may be afraid to intervene or to report if they do not feel supported by the school rules, policies or practices. Development of effective school policies is an important step in equipping teachers to do violence-prevention work.

The causes of SRGBV

High rates of SRGBV are more likely where there is an acceptance of violence within the society. Social acceptance of GBV varies by country. In some countries, over 50 per cent of women think that GBV is acceptable in certain situations. Men also have high acceptance of GBV, though in many cases their level of acceptance is lower than women's (United Nations, 2015b). For example, when considering the violent abuse of spouse, a form of domestic violence, in Kenya 53 per cent of women aged 15-49 years, think that a husband is justified in beating his wife. In Zimbabwe 37 per cent of women think that this behaviour is justified. In Lesotho, 37 per cent of women believe that a husband is justified in "beating his wife" under certain conditions (Figure 13) (United Nations, 2015b).

Figure 12: Men and women (aged 15–49) who believe it justifiable for a husband to hit his wife for one or more specified reasons



Indicator: Attitudes towards wife-beating: proportion of women and men aged 15–49 years who agree that a husband is justified in hitting or beating his wife for at least one of five specified reasons: if his wife burns the food, argues with him, goes out without telling him, neglects the children or refuses sexual relations'

Source: United Nations, 2015.

The acceptance of violence in society is both a cause and effect of SRGBV. Schools have a role in shaping children's ideas about gender and violence. When GBV is accepted at school, the school sends the message that this is a normal part of life. At the same time, when violence is a part of children's lives external to school, they may be more likely to accept violence in school.

Even when the surrounding community has high levels of acceptance of GBV, schools can still maintain different rules and expectations about what is understood to be acceptable behaviour. Over time, schools can also influence community attitudes. Schools are respected institutions and their rules can promote positive gender norms. They can work to prevent GBV by showing that it is not acceptable. One way that they can do this is providing a positive example of equity or fairness within gender relations at school. A school can do this via its rules or policies, as well as through the role-modelling provided by the teachers.

In many countries, communities are working together to reduce acceptance of domestic violence. In Namibia, teenage girls are 8 per cent less likely to accept "wife beating" as compared to adult women. In Kenya, teenage boys are nearly 10 per cent less likely to accept "wife beating" as compared to adult men (United Nations, 2015b).

About the Connect with Respect classroom program

Who is it for?

This classroom programme was originally designed for learners in lower secondary schools in the Asia Pacific region. A regional consultation with participants from seven countries in Eastern and Southern Africa informed an initial 2018 modification of the Connect with Respect resources for use in this context. Subsequent piloting of the programme and data collected from that pilot has led to this 2021 modification. It includes a number of oral and written activities which are appropriate for learners with a range of literacy levels. While the materials are designed with lower secondary learners in mind, it is possible to use them with older learners. They can be used in single-sex or co-educational settings. Teachers should use their knowledge of their learners and the learning needs of the class when tailoring the programme to fit their needs.

What's in it?

The Connect with Respect classroom programme includes learning activities in seven topic areas. Each topic area includes two to four classroom activities. These activities will take between 30 minutes and one hour to deliver. While an approximate time allocation is provided, the length of time each activity takes will depend on the teacher and the class context.

The activities have been designed so that they are appropriate to be delivered in large and small classrooms. While it is important for teachers to prepare for the activities by reading the instructions carefully, there are always options that do not entail preparation of resources or handouts. Where handouts are provided, they are optional rather than necessary. All activities include detailed step-by-step instructions for the teacher, with additional coaching points where necessary. Teachers may wish to vary, extend or enhance these activities and accompanying scenarios to suit the needs of their learners.

Map of the purpose and content of activities

The learning activities are designed to develop knowledge, skills and attitudes. The table outlines the key objectives, the main focus of the learning strategies, and the tasks which provide opportunity to develop the relevant knowledge, skills and attitudes. Many of the lessons cover various topics, and may appear multiple times in the chart.

Objective: Establish language, concepts

To think critically about GBV learners need to have access to key words and concepts that enable conversation and critical thought

Strategies: To establish language and concepts the learning activities teach the following:

- Definitions for the terms 'sex' and 'gender'
- Use of the term 'violence' to include social, physical, sexual and psychological forms of violence
- Combination of the terms gender and violence to understand what is referred to by the term 'gender-based violence'
- Definition of 'human rights', with reference to the Convention on the Rights of the Child (CRC) and the notion that all persons have inherent and equal value and are entitled to gender justice
- Definition of the term 'discrimination' to develop understanding of how groups of people can experience heightened forms of violence due their membership of particular groups

Addressed in the following learning activities:

- Topic 1: Activity 1: What is gender?
- Topic 3: Activity 1: What is violence?
- Topic 3: Activity 2: What is gender-based violence?
- Topic 5: Activity 3: Introducing assertiveness

Objective: Provide knowledge and foster critical thinking about gender and power relationships

To understand the influence of negative gender norms, and to take action to resist, challenge, report or prevent violence, the learners must be able to:

- Understand how gender norms shape identity, desires, practices and behaviour
- Understand that there are traditions, practices and beliefs, laws, rules and policies that create gender inequity in the home, school, community and workplace
- Identify and challenge gender prejudices and stereotypes
- Recognise the main characteristics and effects of unequal gender norms

Strategies: To develop critical awareness of gender norms, learners participate in a range of activities in which they:

- Identify and describe the gender stereotypes portrayed in children's stories, folktales, media and literature
- Identify and discuss the way in which different forms of violence occur in the everyday lives of people in their school and community as well as within other societies
- Map where different types of violence happen in areas within the classroom, school grounds and routes to and from school
- Demonstrate their ability to contest gender stereotypes by writing a children's story or folktale in which a key character successfully subverts gender norms with positive effects

- Addressed in the following learning activities:**
- Topic 1: Activity 2: Challenging negative gender norms
 - Topic 2: Activity 1: Positive role models
 - Topic 3: Activity 2: What is gender-based violence?
 - Topic 4: Activity 1: School mapping of gender-based violence
 - Topic 5: Activity 2: Respectful relationships between males and females

Objective: Enhance pro-social attitudes

To work to prevent, report, resist or address GBV, learners need to believe that gender inequity and violence is unacceptable, and that all people are of equal value regardless of gender, preference, age, wealth. Core beliefs to promote include that:

- People are valuable and equal regardless of their gender
- Gender inequality is unjust
- All persons, regardless of gender, have the right to be treated in a manner that respects their human rights
- Everyone is responsible for respecting the human rights of others regardless of difference in gender

- Strategies:** To promote these positive attitudes, the learners to:
- Describe the kinds of GBV that learners encounter at school
 - Make suggestions about strategies to reduce GBV

- Addressed in the following learning activities:**
- Topic 1: Activity 2: Challenging negative gender norms
 - Topic 2: Activity 2: Gender equality in everyday moments
 - Topic 2: Activity 3: Positive and negative uses of power
 - Topic 5: Activity 1: What good friends do

Objective: Motivation to take action

To take action to prevent GBV learners need to understand the negative effects of GBV and believe in the possibility that they can make a positive difference through their actions

- Strategies:** To deepen their awareness and empathy the learning activities provide opportunity for learners to:
- Map the social, emotional and physical effects of GBV
 - Explore the way in which GBV can curtail equitable participation in leisure, sports, work, learning, community and family life
 - Learn about the negative effects of GBV on learning and on social, mental and physical health
 - Describe the positive contribution that can be made when peers or adults take preventative, restorative or corrective action in response to GBV
 - Develop strategies for resisting negative peer pressure to engage in acts of GBV

- Addressed in the following learning activities:**
- Topic 3: Activity 3: Effects of gender-based violence on males and females
 - Topic 4: Activity 2: Empathy, imagination and hidden emotions

Objective: Social empowerment

To work effectively on changing negative social norms, learners need to be sustained and supported by others who share this commitment

- Strategies:** To foster a sense of social support, the learning activities provide opportunity for learners to:
- Develop the rules and expectations needed to sustain a classroom and school free of GBV
 - Learn about effects of GBV on witnesses, targets and perpetrators
 - Identify and practice actions witnesses can use to reduce, interrupt, prevent or report GBV
 - Raise awareness of the negative effects of GBV in their school
 - Develop messages that transmit positive inspiration and social support for those who have experienced violence
 - Identify sources of support in the school for those affected by GBV

- Addressed in the following learning activities:**
- Pre-Activity: Positive rules for the safe learning space
 - Topic 5: Activity 1: What good friends do
 - Topic 6: Activity 1: Building support strategies
 - Topic 7: Activity 2: Where to go for help
 - Topic 7: Activity 3: How to seek help

Objective: Skills and strategies

To understand how and when to report, desist, resist, challenge or work to prevent GBV, learners need to learn skills in collaboration, advocacy, self-care, positive peer support, assertion, and help-seeking

- Strategies:** To learn develop skills and strategies, the learning activities provide opportunity for learners to:
- Learn about and practice the skills for self-control and anger management that can be used when tempted to use aggression to assert power over others
 - Learn about the importance of apology, restorative action, and non-repetition if one has been a perpetrator of GBV
 - Learn about and practice skills of assertion to resist negative social pressure to engage in GBV
 - Learn about and practice ways to assert their rights, to report violations or to help-seek in relation to GBV
 - Practice skills of peer referral and peer support for those affected by GBV
 - Practice skills of positive peer influence over those who have been inclined to participate in forms of GBV

- Addressed in the following learning activities:**
- Topic 5: Activity 3: Introducing assertiveness
 - Topic 6: Activity 2: I want to do something to help!
 - Topic 7: Activity 1: When and if to seek help
 - Topic 7: Activity 2: Where to go for help
 - Topic 7: Activity 3: How to help seek

Each of the seven topic areas provide:

- Two to three learning activities designed to fit well within the core curriculum of key subject areas (more advice is provided on this below)
- An optional game that builds a friendly and supportive classroom environment and can be used to generate key messages related to the topic area
- Optional assignments to enhance literacy as well as activities to build social cohesion and enhance social and civic engagement in the school and community
- Community-building suggestions for involving the learners as contributors to broader school-wide efforts to promote a safe and friendly school environment

Building teacher confidence – Training needs

Most teachers will appreciate the opportunity for professional development before teaching the programme. Professional development can increase teachers' knowledge in the content areas as well as build their confidence in using the participatory methods used in many of the learning activities. While formal professional development may be available in some settings, schools can also arrange their own internal professional development activities. It is useful for teachers to spend some time working through the activities together (e.g. in a staff team meeting) before teaching the programme. Research shows that when teachers work through the activities themselves, they become familiar with the content, skills and instructional strategies which increases their confidence and ability to run the activities themselves [14].

Finding a subject home and planning for delivery

The activities are designed to be run in sequence. While it is possible to selectively use individual activities or topics, it is better to deliver the complete set of activities. Optional extension activities are provided to deepen engagement and to promote literacy development and civic contribution to the broader school community. In schools where substantial work has already been conducted on either gender or violence, it may be appropriate to shorten the programme. In contexts where gender norms are very rigid, there may be a need to spend more time engaging with the gender awareness sections.

Teachers may deliver the learning activities within a range of subject areas. The activities can play a valuable role in literacy development, but may also be used within social studies, pastoral care, life-skills, civics, health and values education programmes as well as within comprehensive sexuality education programmes.

Teachers are encouraged to collaborate with their colleagues as they prepare to teach the programme. As described in the guidance notes, it is useful if this classroom programme is implemented within a broader school-wide anti-violence initiative which also takes an explicit focus on the gendered nature of violence.

Adapt the learning activities to suit the local context

This resource has been adapted for use by schools in Eastern and Southern Africa region. This is a diverse region and while many of the issues associated with SRGBV will be common across countries, there will also be a need to refine the programme to reflect local needs and strengths.

For activities that use case-studies or scenarios, you are encouraged to choose the most relevant scenarios from those provided, or draw on your local knowledge and expertise to design your own scenarios which reflect the local context.

An example is provided below which models how to refine a scenario to suit local needs. This scenario comes from Topic 6: Activity 1:



Teacher coaching point

When adapting scenarios to local context, be sure not to use personal stories about learners in the class or others in the community.

*When modifying scenarios, make sure the **who, where and what** are relevant. Avoid worst-case scenarios. Focus instead on the sorts of situations that your learners are most likely to encounter.*

Modifying the scenarios:

*Make sure the **who, where and what** are relevant. Avoid stigmatising marginalised groups. Be informed by the data about prevalence, location and types of GBV.*

Who = Choose a common name or change the age or gender of the observer's, the perpetrator/s and victim to make a relevant scenario.

Where = Choose a relevant location in which violence may be more likely to occur

What = Name the form of violence that takes place, avoiding the most extreme cases, in order to focus learners on the way GBV plays out in the every day.

Developing shared language for exploring key terms and concepts



Image 1: Brainstorming words for gender

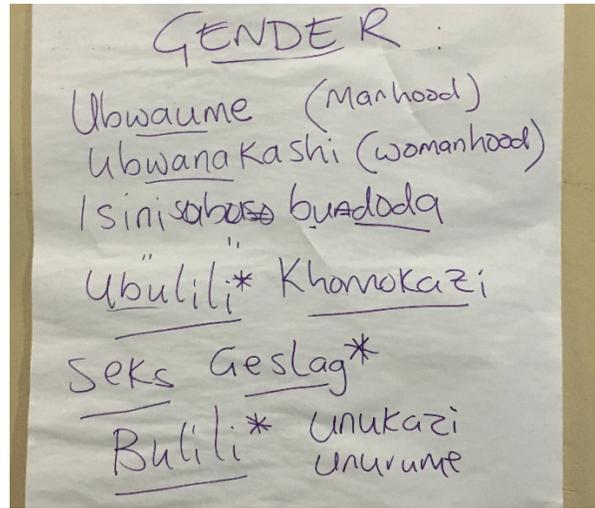


Image 2: Using language to think about gender

It is important to develop shared language to help learners to understand key terms and concepts in the resource. Establishing key terms can also assist teachers working with learners from diverse linguistic backgrounds. Some activities prompt teachers to engage in language work with their class. This includes developing definitions, and discussing the words or phrases used in local languages. For example, when discussing the concept of 'gender,' the teacher may ask the learners to participate in a brainstorm, identifying different words, or ways of expressing gender in local languages. An example of this activity has been provided in *Image 1* and *Image 2* above. This activity has been included in a number of learning activities in the resource that introduce key terms and concepts to learners.

Managing the classroom

Using the participatory methods

The activities use a range of participatory methods to help learners develop knowledge and skills. Participatory methods involve learner-to-learner interaction, rather than just teacher-learner interaction. Participatory methods include paired discussion, group problem-solving activities, critical thinking tasks, skills-development exercises and role-play.

Participatory methods help learners develop knowledge and skills (like critical thinking, social skills and problem-solving). While they can be challenging for teachers who normally use teacher-centric activities, they have many advantages and can be successfully combined with teacher-led discussion. Learners are more likely to remember what they are learning when they engage in participatory activities. They can draw from their own and others' experiences and they practice problem-solving and communication skills as part of the learning task.

It is possible that some learners may experience distress during activities due to their past experiences. If you suspect this is the case it is important that you provide the option of an alternative activity for them. In this case the teacher should conduct a private follow-up conversations and refer or provide additional support for the learner if this seems necessary.

Some strategies to help you manage the class when doing participatory activities are:

- Clearly explain the objective/purpose of the activity
- Describe the method clearly by using an example before learners get started in their pairs or small groups
- Allow learners to ask questions before they start the task
- Set clear time limits
- Encourage learners to speak in turn (for group activities)
- Encourage learners to choose a group leader (for group activities)
- Over time arrange for learners to work with a range of different partners so as to develop their confidence and skills

Promoting inclusive gender practices

Some activities in this classroom programme focus on learners who do not display their gender in traditional ways. Young people who do not conform to traditional gender norms may experience a greater risk of violence or exclusion based on non-conformity. These people often face stigma and discrimination which is harmful to their learning, health and well-being. It is important for the teacher to model a respectful approach to gender and diversity. It is important that the teacher models inclusive language and avoids any language or practices that stigmatise people who do not conform to normative gender roles. Rather, teach young people to focus on upholding the rights of all learners, regardless of whether they are male or female and regardless of how they choose to express themselves.

Providing clear information about biological sex, gender, sexual orientation and gender identity

In the activities that explore sexual orientation and gender identity, it is important to help learners to distinguish between biological sex, gender identity and sexual orientation. (Learners for whom this is new information often confuse these concepts).

Biological sex is the physical body a person is born with (e.g. internal and/or external anatomical sexual characteristics). Some people are born with male characteristics, some with female characteristics, and some are born with unclear or mixed male and female characteristics (referred to as 'intersex').

Gender is the term used to stand for the differences that are created as a result of the social and cultural expectations and norms about what it means to "be a man" or to "be a woman" in a particular society.

Concluding remarks

This introduction has provided background information about gender, violence, SRGBV and respectful relationships. The next section of this resource presents learning activities to assist teachers to discuss gender, violence, help-seeking, and respectful relationships with their learners.

A quick quiz to test your knowledge

Use the following questions to check your knowledge of key points raised in the previous sections. (Answers are provided at the end.) Circle which you believe to be true

1. Gender is ...
 - a. Determined by the month you are born
 - b. Biological or physical differences between men and women
 - c. Attitudes about what it means to act, speak, dress and express oneself as male or female
2. Sex is ...
 - a. Determined by the month you are born
 - b. Biological or physical differences between men and women
 - c. Attitudes about what it means to act, speak, dress and express oneself as male or female
3. Which one of the following is a NOT gender stereotype?
 - a. Women are submissive
 - b. Men are strong and dominant
 - c. Women can give birth to babies
 - d. Men are good at mathematics and science
4. Which is an example of *physical* school-related gender-based violence?
 - a. A boy makes fun of a girl for being loud
 - b. A girl refuses to speak to another girl because she thinks the clothes she wears are ugly
 - c. A large boy pushes another boy down to the ground because he is not believed to not be manly enough
 - d. A group of peers whistle at a new girl as she enters the school
5. Which is an example of *verbal* school-related gender-based violence?
 - a. A boy tells another boy in class that he is a sissy / girlie / a big girl
 - b. Two girls exclude another girl from studying with them
 - c. A boy tries to touch a girl's leg without her permission while they are working together on a project
 - d. A group of boys get into a fight after a football game

6. Which is an example of *sexual* school-related gender-based violence
 - a. A teacher tells a female learner she will never go to university because that is for boys
 - b. A male learner follows a female learner to the toilets and comments about how much her body is changing and how attractive she is
 - c. A girl steals another girl's necklace
 - d. A girl pushes a boy after he says that she is ugly

7. Which is an example of *psychological* school-related gender-based violence
 - a. Boys tease and harass a classmate who seems feminine, excluding him from their games and telling him to go play with the girls
 - b. A teacher trades good grades for sexual favours
 - c. A group of boys tell another boy that he is clumsy so he can't play football with them
 - d. Two boys get in a fight over a girl they like

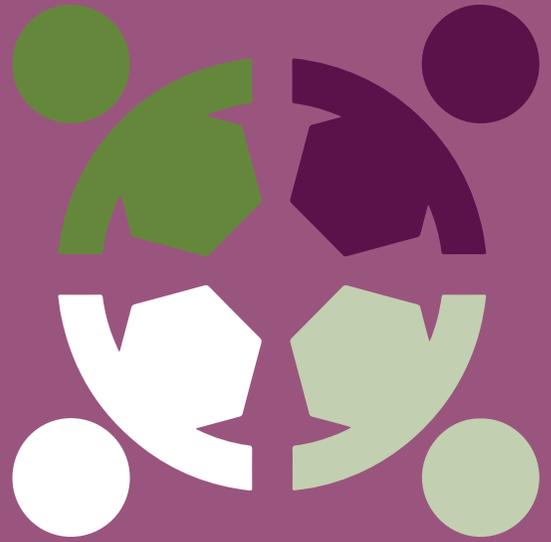
8. True or false? Learners who have a positive relationship with their teachers are more likely to be engaged in their work, try their best, and to use the teacher as a source of help.

9. Which of the following is *not* true. Research shows that learners appreciate it when their teachers:
 - a. Smile and greet the learners
 - b. Take an interest in what learners do
 - c. Uses harsh discipline
 - d. Show he/she is proud of learners

10. Which of the following is *not* a good thing for a teacher to say to a learner who reports violence to them?
 - a. I want to help
 - b. Can you tell me some more about what has been happening?
 - c. I don't want to hear about this again
 - d. This school wants to get this sort of thing stopped

Answers:

1. c	2. b
3. c	4. c
5. a	6. b
7. a	8. True
9. c	10. c



Part 2: Classroom activities

Using the learning materials

The Connect with Respect classroom activities

The classroom activities in this manual are designed to assist teachers to promote respectful relationships and address the issue of school-related gender-based violence (SRGBV).

The activities aim to increase knowledge and positive attitudes, and to build awareness and skills in learners related to respectful, equitable relationships and non-violence. They also assist learners to develop the skills to respond appropriately when they see others perpetrating GBV.

The activities are also designed to develop learners' critical thinking, their social skills and their language development. This resource includes a mixture of different types of approaches, including some "traditional" lessons and other participatory approaches. Participatory activities, such as paired work, small group activities, case-studies and role-plays are used to develop learners' social skills.

Literacy activities include writing stories, cartoons, film-scripts, plays and letters about issues of GBV. These activities allow learners to practice academic writing, letter writing, creative writing including the development of characters and dialogue, and speech-making. The literacy activities are also used to foster learners' involvement in broader advocacy at a school-wide level.

The activities in this programme are designed to:

- 1. Establish language and concepts** – To think critically about GBV learners need to have access to key distinctions in language. Therefore the early activities explicitly teach key terms and associated concepts.
- 2. Provide knowledge and foster critical thinking about gender construction** – To take action to resist, challenge, report or prevent GBV, learners must be able to understand the way in which gender norms shape identity and behaviour, and identify and challenge gender prejudices and stereotypes. Therefore, the lessons focus on detecting gender norms and their effects on people's lives.
- 3. Enhance pro-social attitudes** – To work to prevent, report, resist or address GBV, learners need to believe that gender inequity and violence is unjust and that all persons, regardless of gender, have the right to be treated in a manner that respects their human rights. Therefore, the lessons focus on human rights and the responsibilities associated with respecting the rights of others.
- 4. Motivate learners to take action** – To take action to prevent GBV, learners need to understand the negative effects of GBV and believe in the possibility that they can make a positive difference through their actions. Therefore, the lessons include a focus on the negative health, economic and educational effects of gender inequity.

5. **Enhance social empowerment** – To work effectively on changing negative social norms, learners need to be sustained and supported by others who share this commitment. Therefore, the lessons provide many activities to engage learners in collaborative problem-solving and advocacy as well as individual assignments.
6. **Develop skills and strategies** – To understand how and when to report, desist, resist, challenge or work to prevent and respond to GBV, learners need to learn skills in collaboration, advocacy, self-care, positive peer support, assertion and help-seeking. Therefore the lessons include many skills development exercises, with an emphasis on development of the communication skills needed for respect-based relationships.

Feedback and Assessment

A selection of tools is provided to invite learner feedback, provide opportunities for learners to do a self-assessment, and for use of tests and tasks through which to assess learner knowledge and capabilities. The selection of feedback and assessment tools are intended as a guide, and can be modified to suit the context, purpose and preferences of the teacher and school.

Managing sensitive topics

It is important to be sensitive to learners' reactions during these sessions. Some will have experienced distressing situations involving violence, and some may live in ongoing situations of domestic or peer violence. Some will have been perpetrators of violence and need to recognise that what they have been doing is not acceptable.

Avoid naming and blaming. Rather, focus on teaching positive non-violent behaviours as a way to build respectful relationships and strong communities.

Read the guidance notes for teachers before teaching the programme (Part 1 of this document). These guidance notes provide some background to the issues of gender and violence, and provide evidence-informed recommendations for embedding this classroom resource into a broader whole-school approach to create a safe, friendly and violence-free school. The guidance notes will help you understand why this programme is important and give some detailed tips on managing the programme.

If you are uncertain of any of the terms used please refer to the glossary at the front of the document.

Ensuring privacy

In this programme privacy is protected through the use of relevant scenarios rather than personal stories. There may be times when teachers need to remind learners about the need for respect or privacy. If a teacher thinks that someone is about to speak inappropriately about someone else, they can interrupt with a reminder. This is called protective interrupting.

The teacher has the same right to privacy as the learners. They should select which details of their personal experience are appropriate to share, and provide strong role-modelling. The teacher's key role is to get learners thinking and talking within the learning activities.

Teachers can remind learners of privacy by saying, *"It can be easy to start telling stories about what others have done in the past. This can lead to arguments and blaming. So we will use our scenarios to help us discuss the issues. We will also focus on what we can do to make things right in the future. In your writing tasks it will be important to protect people's privacy if you are writing a story based on a personal experience. This means not using their names or other details that will point to who they are. This is one way in which we can show respect for each other, and help each other to learn well together."*



Teacher coaching point

If you feel that learners are about to break privacy, you can interrupt them and say, "I have a sense you are about to tell us a sensitive personal story. I am going to give you time to think about how you make sure your answer fits our privacy and respect rule."

Reflective listening skills

Reflective listening is a way to show someone you understand what they have said. It is an important skill for the teacher. When learners share a story or idea, teachers can respond in a way that shows they understood the learner's contribution. For example, teachers can summarise and reflect back what they think the learner is saying (e.g. *"It sounds like you are suggesting that the mother will stop the girl from speaking because the mother will be too embarrassed. Is that correct?"*) Reflective listening is more useful here than making a judgement (such as 'well done' or 'good example') because it helps to build and clarify understanding, and lets the learner know their offering has been understood. It can also help the learner to add or to clarify.

Dealing with difference in views

It is important to set an atmosphere in which learners can share different views. They should not feel they all have to agree with each other. The important thing for the teacher is to open the questions for discussion, to summarise the different views expressed, and to ask learners to think about possible consequences for a range of actions. When these disagreements lead to bullying, violence, exclusion or other forms of humiliation, then the teacher should refer to the school rules that forbid such behaviour and begin a behaviour management plan to re-educate those engaged in the offending behaviours.

Making the most of games

In each topic session an optional game is provided. The games provided can be used to help the class learn to mix well with each other and to build strong relationships and social confidence. Each game can be used to explore key messages related to the topic.

Questions are provided help the teacher facilitate discussion about key messages. Teachers can use the games to introduce a topic or play one between activities to re-energise the group and/or to highlight a key message. Additional games are provided in the Games Collection resource.

Overview of activities and learning objectives

Key Focus Area	Learning objectives
Topic 1: Gender and Equality	
Activity 1: What is gender?	<ul style="list-style-type: none"> ✔ Learn about the difference between the terms sex and gender
Activity 2: Challenging negative gender norms	<ul style="list-style-type: none"> ✔ Develop strategies and plans for challenging negative gender norms.
Topic 2: Gender Equality and Positive Role Models	
Activity 1: Positive role models	<ul style="list-style-type: none"> ✔ Describe the qualities and character strengths that they value in others; consider the non-gendered nature of valued personal qualities and character strengths.
Activity 2: Gender equality in everyday moments	<ul style="list-style-type: none"> ✔ Identify what respect for gender equality and human rights could look like in everyday human interactions
Activity 3: Positive and negative uses of power	<ul style="list-style-type: none"> ✔ Consider the kinds of power that exist in various relationships; develop an understanding of the positive and negative uses of power; identify positive and negative uses of power within peer and gender relationships.
Topic 3: Awareness of Gender-based Violence	
*Activity 1: What is violence?	<ul style="list-style-type: none"> ✔ Learn that violence has many forms including physical, psychological, verbal and sexual; ✔ Identify that at different times, people can be in the position of target, witness or observer, perpetrator and/or accomplice, and the negative consequences of violence on each of these parties; ✔ Develop an understanding that discrimination and violence can often go together and have similar effects.

Key Focus Area	Learning objectives
Activity 2: What is gender-based violence?	<ul style="list-style-type: none"> ✔ Define gender-based violence; ✔ Provide examples of different types of gender-based violence; ✔ Recognize that anyone can be the target of gender-based violence, but that some groups are more likely to be targeted than others.
Activity 3: Effects of gender-based violence	<ul style="list-style-type: none"> ✔ Describe the kinds of gender-based violence males tend to observe, initiate or be the target of in and around school; ✔ Describe the kinds of gender-based violence that females tend to observe, initiate or be the target of in and around school; ✔ Identify the physical and psychological effects of SRGBV on target(s), witness(es), accomplices and perpetrator(s).
Topic 4: A focus on School-related gender-based violence	
Activity 1: School mapping of gender-based violence	<ul style="list-style-type: none"> ✔ Identify where and when learners are most likely to experience gender-based violence at school, and where and when they are most likely to be free from gender-based violence.
Activity 2: Empathy, imagination and hidden emotions	<ul style="list-style-type: none"> ✔ Learn about the concept of empathy ✔ Explore impact of empathy on preventing or responding to GBV
Topic 5: Communication for Respectful Relationships	
Activity 1: What good friends do	<ul style="list-style-type: none"> ✔ Identify positive and negative actions and attitudes in friendships. ✔ Identify the way that positive attributes, actions and attitudes can strengthen male-female relationships between siblings, friends, spouses, fellow learners and co-workers
Activity 2: Introducing assertiveness	<ul style="list-style-type: none"> ✔ Learn about assertive, aggressive and submissive behaviour; ✔ Practice assertive communication strategies

Key Focus Area	Learning objectives
Topic 6: Skills for people who witness violence	
Activity 1: Building support strategies	<ul style="list-style-type: none"> ✔ Explore how the response of the witness can either encourage or prevent gender-based violence; ✔ Learn about positive strategies that witnesses can use to prevent or reduce the effects of gender-based violence; practice appropriate, safe and responsible witness responses to gender-based violence.
Activity 2: I want to do something to help!	<ul style="list-style-type: none"> ✔ Develop scripts that witnesses can use to report gender-based violence or to provide support to people experiencing violence.
Topic 7: Help-seeking and peer support skills	
Activity 1: When and if to seek help	<ul style="list-style-type: none"> ✔ Consider when reporting or help seeking is warranted in response to school-related gender-based violence.
Activity 2: How to seek help	<ul style="list-style-type: none"> ✔ Identify a range of people from whom learners can seek support if experiencing or observing gender-based violence; ✔ Identify a range of people who learners can support so as to contribute to the reduction of gender-based violence.
Activity 3: How to ask for help	<ul style="list-style-type: none"> ✔ Explore barriers to reporting and help-seeking in situations involving gender-based violence.

Getting started: Create positive rules for the safe learning space



10-15 minutes

Learning objectives

In this activity learners will:

- Make the rules and agreements they need to support a safe, friendly and equal learning environment for everyone in their class/school

Key words: gender equity, gender norms, safe space, environment

Steps to follow

1. We want a class that is equally good for everyone. So, in this activity we will talk about the rules we need to make sure everyone can feel safe, supported and able to learn well in this class. We are going to make positive rules. These are rules that say what we will do rather than what we must not do. For example, a positive rule says 'come to class on time'. A negative rule says 'don't be late'. A positive rule says 'be friendly'. A negative rule says 'don't be mean'.
2. These rules must also work to make sure that everyone is treated fairly, regardless of differences, and so that males and females are able to participate in an equal and respectful way.
3. Ask learners to work in pairs or in groups of no more than four in size to make up at least 4 positive rules. Provide the following questions to help them:
 - What rules do we need to make sure everyone is **happy** in school?
 - What rules do we need to make sure everyone is **safe** in school, including safe from violence and other kinds of mean behaviour?
 - Do we need any extra rules for other areas in the school? For example, around the latrines, in the hallway, or the school-yard?
 - What rules do we need to make sure people are **hard-working and learning well** while in this class?



Teacher coaching point

Getting the learners involved in creating the rules they need to learn well together helps to build a sense of responsibility. It teaches learners to understand why we have rules. Refer back to the class rules as part of your positive behaviour management strategy.

4. Ask the groups to share their suggestions. Help change them into positive rules if needed. Vote to agree on the most helpful rules. Post the list of learner-developed rules at the front of the classroom (or another appropriate place). Ask learners to write a copy in their workbooks.
5. Ask learners to sum up what some of the main points of the lesson were. Confirm them and/or add your own summary points.

Summary points: This activity has helped us to learn that:

- It is important for learners and teachers to work together to develop rules for creating safe classrooms and schools.
- Our rules should help everyone to feel equally safe or included in and around the school, and regardless of difference.



Teacher coaching point

Play a game to help learners to remember the rules in a playful way, especially when you think learners need to be reminded.

- *Find an object that you can easily throw between learners and that will not hurt them (e.g. a ball or soft toy).*
- *Ask learners to stand.*
- *Explain that you will throw the object to a learner. When they catch it, they should say one of the class rules.*
- *Then the learner throws it to another, who says another rule and so on.*

This game can also be used to get learners to share their suggestions about what the rules should be.

Topic 1: Gender and equality

Understanding the approach

It is important to help learners to understand the concept of 'gender' and the way in which gender norms influence the behaviour and treatment of males and females. Learners need to understand key words to help them do this conceptual work. Use examples to help them to map this understanding onto their everyday lives. Draw attention to the way in which children learn these norms from the world around them. Be optimistic about the capacity of people to change negative norms, whilst protecting positive social norms.

Topic 1, Activity 1: What is gender?



40-50 minutes

Learning objectives

In this activity learners will:

- Learn about the difference between the terms sex and gender
- Identify ways in which gender norms can lead to harmful practices and behaviours, including inequality, discrimination, exclusion, violence and risk-taking

Key words: sex, gender

Steps to follow

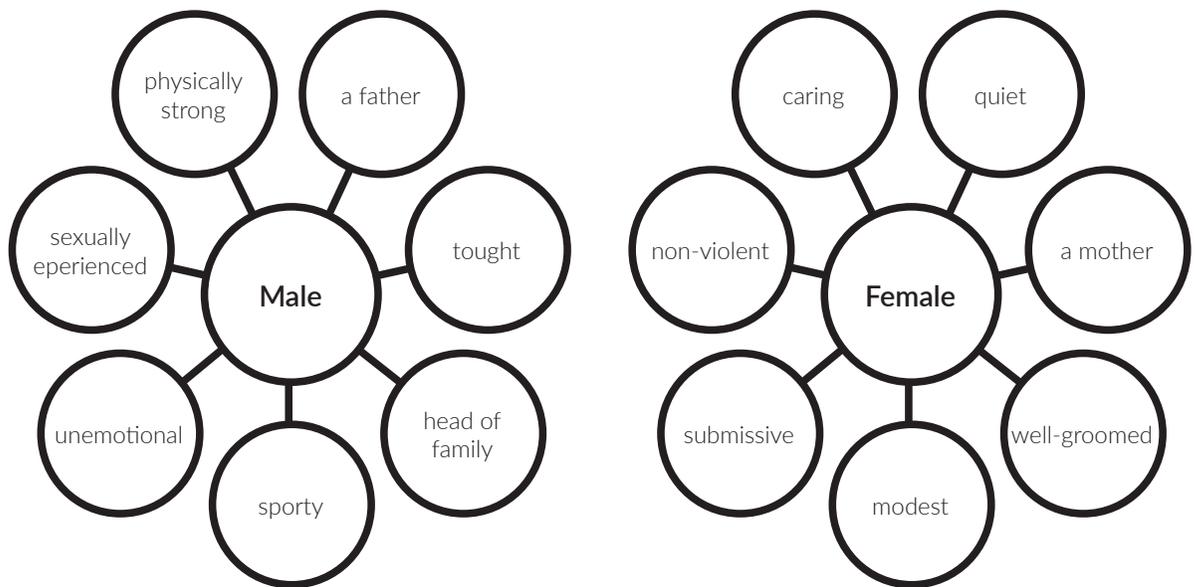
1. Explain that the lesson will focus on the different pressures put on males and females as they grow up, and the ways in which this can lead to harm, and to unequal treatment of males and females.
2. Start by writing two words on the board, FEMALES and MALES. Ask learners to name some of the pressures and expectations that males experience and some that females experience: invite female learners to suggest the pressures put on males, and male learners to suggest the pressures put on females. Then ask males to add any additional pressures that the girls missed, and ask female learners to add any pressures that the boys missed.



Teacher coaching point

The word gender does not always translate well into other languages. If this is the case with your languages, work to create a sense of the meaning of this concept through the use of examples.

3. Ask the learners to point out which pressures males and females have in common and which are somewhat different. Do a further check to mark which differences are to do with the biology or the different bodies of males and females, and which are to do with the different expectations about what men and women and girls and boys should be like. An example of a difference to do with the biology or body is that women have the pressure of carrying a pregnancy. An example of a difference to do with the expectations is that girls and women are expected to worry more about their appearance in an effort to appear attractive.
4. Point out that while some of the differences on the lists are to do with the differences between the bodies of males and females, most differences are to do with gender. These come from the different expectations and traditions that are shaped by our culture and history.



We learn these different gender expectations by watching the world around us. Sometimes we are also told we should behave differently just because we are a male or a female. For example, a boy might be told it is not ok for him to cry if he is hurt or sad, but a girl is comforted if she cries. Or a girl might be taught that a man should be the boss, and she can't grow up to be a politician or in charge of a business.

But these differences come from traditions, not from differences in the bodies or brains of males and females.

We call these gender differences. They can be changed. And if you look back at history and at different countries, you can see that these gender norms can and do change. One reason to change some of these gender norms is because of some of the unfair or bad effects they have.

5. Ask the learners to identify the words or phrases which are used in their home languages to refer to the sexual identity of a person, and the words that exist to refer to gender or the ways that males and females are taught to be different.
6. Ask learners to work in pairs to think of any bad effects of gender norms or ways in which gender norms can cause harm or a lack of equal opportunity for males and females. After a few minutes collect some suggestions from the pairs.
7. Once learners have made their own suggestions, explain that you will look at some data that can show some evidence of ways in which gender norms can lead to harmful outcomes for males and females. (See the appendices for the selection of data.) Explain that this data is collected in surveys by different agencies. While it may not be completely up to date it will be worth thinking about whether or not things have changed much in the last couple of years.
8. Share some of the data. Assign different pairs a particular piece of data to look at and get ready to explain this data to the class.



Teacher coaching point

Every culture has 'gender rules' about what is expected for males and females. These expectations can include things like hairstyles, clothing and jobs – and how people should act or behave. Some people don't fit these stereotypes and may wish to act or dress differently to what society expects based on their gender. It is important that people do not experience discrimination because of this.

It is important to use discussions about gender roles to identify and challenge gender stereotypes. Be careful that the examples that you give do not reinforce stereotypes. For example, instead of asking for a strong boy to help move a desk, ask for a strong person to help move a desk. Instead of asking for a generous girl to help tidy up, ask for a generous person to help tidy up.

9. Ask learners what they notice about the gender patterns in the data:
 - What story is this data telling?
 - In what ways can gender norms lead to bad or harmful outcomes for males?
 - In what ways can gender norms lead to bad or harmful outcomes for females?
 - What is the difference between these kinds of outcomes?
 - Ask learners to copy the definitions of *sex* and *gender* into their notebooks.
 - Sex is a word used to describe the differences between the bodies of males and females.
 - Gender is a word used to describe the way in which ideas about how males and females should behave influences what happens. This includes things like the way they are expected to dress, the games, tasks and work they are expected to do, and the ways they are expected to treat others. Gender roles and expectations are learned, can change over time, and can vary within and among cultures.
10. Ask learners to sum up what some of the main points of the lesson were. Then confirm and/or add your own summary points.

Summary points: This activity has helped us to learn that:

- The word *sex* is used to describe the biological differences between the bodies of males and females.
- The word *gender* is used to describe the roles and expectations of males and females that are learned in the community.
- Gender norms and expectations influence how males and females live their lives.
- Data shows that some gender norms lead to inequality, violence and injury. These gender norms can be changed to improve justice and safety for all.

Data cards are available in the annexes.

Topic 1, Activity 2: Challenging negative gender norms

 30 minutes

Learning objectives

In this activity learners will:

- Develop strategies and plans for challenging negative gender norms

Key words: inequality, discrimination, exclusion, gender, gender norms, expectations

Steps to follow

1. Remind learners about the definition of gender. Gender is defined by the societal or cultural expectation or norm as to what is expected of females and males. When we are children, people around us will often start to treat us differently depending on whether we are a male or a female. This is how we learn about the gender norms of our family and society. Sometimes we are also told that we must fit in and follow the gender norms of our family and society. These expectations and standards are also called 'gender norms'.
2. Ask the class to think back to their childhood and to see if they can remember a time when they realised that they were being treated a certain way because of their gender (because they were a girl or a boy). For example, they might remember being told certain games were just for boys and others for girls, or that boys shouldn't cry. As they remember something, they should write it down.
3. Ask learners to choose a memory to share with a partner or a small group.
4. Ask some pairs to report back to the class, so as to build a list of some of the gender messages that are given to children as they grow up.
5. Explain that in this activity, we will consider how we can react in situations where we find people being negatively influenced by gender norms.

Teacher coaching point

Studies from different countries show that children tend to become aware of gender roles by the age of two or three (Kane, 1996). They learn their different roles through the way that they are treated by their parents, the toys they are given to play with, watching others, the way they are dressed and treated, and through the images and messages they hear and see in books and the media.

- Use the scenarios below. Ask learners to work in pairs or small groups to make up what their character could say back in response to a statement that reinforces negative gender norms. Provide an example first. Once they have done this, have some different learners choose one of their responses to read to the class.

When this is said....	What could this character say in response?
'Girls can't play football – go away, only boys can play sports'	The 5 year old girl who wants to play could say ...
'Boys can't cook – cooking is a woman's job'	The 10 year old boy who wants to cook could say ...
'I know you like school but now you are 15 it is time to stop worrying about study and start worrying about finding a husband'	The 15 year old girl who wants to get a good education could say ...
'You are too scared to join in'	The 15 year old boy who doesn't want to join in the risky activity could say ...

Summary points: This activity has helped us to learn that:

- Gender norms and expectations operate in our families, schools and communities.
- Some gender norms and expectations can lead to harm and inequality.
- Girls and boys, and men and women, should be treated as equals.
- It is important to challenge gender norms that cause harm and are not fair.
- We can work to change unjust gender norms and expectations.
- There are many things people can say to challenge harmful and unjust gender stereotypes and norms.

Optional game: Pass the Clap

- Point out that the activities in this programme are about building respectful relationships at school and beyond. To make sure that people are friendly and respectful at school we all have to work together just like in the game we are about to play.



Teacher coaching point

Use the games provided to open up these important topics for discussion. Games are fun, help learners to mix and help to build a friendly atmosphere. They also contain key messages relevant to the topic. Always finish a game by asking learners to comment on what they see to be the key messages in the game.

2. Arrange the class standing in a large circle (or if space is limited, ask the class to stand in smaller circles around their desks). A leader claps in one direction and the clap is then passed around the circle in a chain reaction (demonstrate with one group).
3. In a second round, show how the direction in which the clap moves can be changed by clapping back toward the direction from which the clap came.
4. Now start the clap game again, but add the word 'respect' which must be said at the same time as the clap.
5. Start a new round in which the word 'friendly' is said.
6. Discuss: What are the key messages in this game for those of us working to build safe, friendly and respectful schools? In this game we pass the clap or the word – but in real life – how do ideas get passed on about how to behave and how to treat others?

Assignment: Shifting gender norms

Shifting gender expectations through children's stories

Ask the class to think about some well-known stories or folk-tales that reinforce stereotypical gender norms. Ask them to re-write one of the stories so that the main characters go against the expected norms. Explain that their re-writing of this story will be a way to help teach a small child that people do not have to be confined by narrow gender norms, but that they can be respected and wonderful despite being different from the traditional norm. Arrange for learners to share ideas. Once the learners have developed their stories, and added appropriate pictures, encourage them to read them to younger children and report back on their experience of the child's reaction.

Whole-school action

'We can do anything!' Campaign: Ask learners to create posters with positive messages showing that anyone can strive for their passion, regardless of their gender.

Topic 2: Gender equality and positive role-models

Understanding the approach

It is important to use strength-based approaches when working on strategies to reduce gender-based violence. This includes focusing on how people can take inspiration from positive role-models.

Topic 2, Activity 1: Positive role models

 30-40 minutes

Learning objectives

In this activity learners will:

- Describe the qualities and character strengths that they value in others
- Consider the non-gendered nature of valued personal qualities and character strengths

Key words: strengths, values, character

Steps to follow

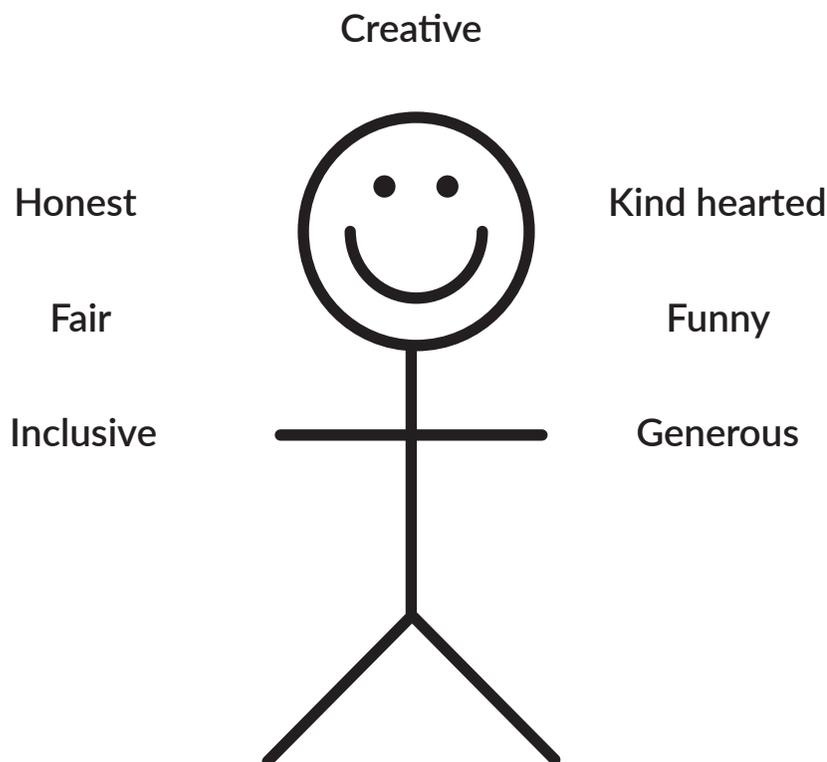
1. Explain that this activity will focus on the positive qualities that we admire in others and value in ourselves. To start with we are going to focus on the qualities of some of the people we know and admire.
2. Set the example by describing the qualities of a person you admire. Give examples of how these personal qualities can be seen in the behaviour of the person. Write some of these personal qualities or character strengths on the board. For example:

courage
honesty
kindness

fairness
creativity
intelligence

leadership
confidence
loving

3. Give learners some time to think about a person that they admire, or respect in some way. This must be someone who they have met in person. It might be someone close to them, such as a relative or family friend. They should keep the name of this person a secret. Ask them to write down at least three words to describe the qualities that they admire in this person.
4. Arrange for pairs to discuss the person that they admire, and to share the words that they chose to describe this person's special qualities.
5. Ask volunteers to report back on the qualities collected in their pair. Make a list on the board. You may wish to add extra words. (See list of strengths provided at the end of this activity.)
6. Point out that many of the qualities that we admire are not gendered in nature. That is, we can admire strengths like courage, loyalty, wisdom, creativity, humour or patience in anyone regardless of gender.
7. Once you have completed the group brainstorm, ask each learner to draw a stick figure of their role model in their notebook. In the space around the person, draw from the class list, naming all of the positive qualities that they see in this person. Alternatively, have learners make posters for display to share what it is that they admire in others.



8. Ask learners to look at the qualities they have identified and circle one quality that they particularly like. Invite each person to read out this quality to the class.
9. Once learners have done this, explain that often people highlight the qualities that match ones that they themselves already possess. This means that the item they circled is probably a strength that they already have. Ask them to think about themselves as someone who has this quality and to try to remember situations in which they have used this strength
10. Refer learners to the list of character strengths (see below) Ask them to choose 5 they think are useful in their everyday life, then to compare their choices with those selected by others.
11. Ask learners: *What are some of the qualities we can all strive for to make our school a place where everyone is treated equally and with respect, regardless of whether they are male or female, or regardless of any differences?* Some ideas might be *fairness, inclusiveness and tolerance.*
12. Encourage learners to keep their drawings as a reminder of the strengths that they admire and to remember to use the strengths they already have in their day-to-day lives.
13. **Optional activity for literacy development:** Ask each learner to write about the person they admire. They can keep this person anonymous. They should refer to at least three of the qualities that they have identified about this person and describe what these qualities look like in action.



Teacher coaching point

Every person has a range of personal strengths. These strengths help us to learn new things, to be fair and get along with others, to help us stay in control of our emotions and behaviour, and to cope with challenges. Some examples of these kinds of strengths include being kind, fair, funny, brave, forgiving, curious to learn, honest, hardworking and generous.

14. Optional extension activity for learner participation from the broader school community: Develop a Buddy or Friends programme in which older learners act as positive role models and mentors to younger learners. The volunteer role-models can help with homework, engage in some social skills development activities, and assist a younger learner should they need help. These volunteers could partake in similar SRGBV training so they may be prepared for their role as peer role-models.

15. Ask learners to sum up what some of the main points of the lesson were. Then confirm and/or add your own summary points.

Summary points: This activity has helped us to learn that:

- We all have a range of personal character strengths.
- These strengths can be seen in both males and females.
- We can choose which people we wish to model ourselves on in our own lives.
- We can use our strengths to create environments that are respectful and inclusive of everyone.



Teacher coaching point

It can be useful to have examples of women who have excelled at sports and sciences and leadership and men who have excelled at arts. Point out that there can be bigger differences between individuals of the one sex than there are between the sexes.

Take some time to reflect on your own personal qualities. What are some of the qualities that make you a good teacher? What qualities does a teacher need to ensure he/she treats everyone equally?

Teachers can provide a powerful positive gender role-model for their learners. Learners learn from observing their teachers' attitudes, behaviour and demeanour, as well as from their instructional styles.

Optional handout:

There is a handout available for this activity at the end of the topic. Either provide each learner with a copy of the handout or ask them to copy the list from the board into their notebooks or on a flipchart.

Hand out: Character Strengths*

Kind	Brave	Forgiving
You do things for others without really expecting anything in return	You do what you know is right even when you feel scared or nervous	You let go of your anger and hurt when someone has upset you
Leadership	Funny	Fair
You think of things and make suggestions to help the group	You like to laugh and to make other people laugh	You make sure everyone is given a turn. You play by the rules
Determined	Generous	Hard-working
When you decide to do something, you keep trying even when it is challenging	You share your belongings with others and let them join in your games	You will stick at doing things even when it is not easy
Honest	Self-control	Curious
You tell the truth even when this is not easy for you	You stay in control of your strong feelings, even when you feel like yelling, moaning, being moody or being mean	You love to learn about new things

* This is a modified and edited version of the 24 Character Strengths identified by psychologists Chris Peterson and Martin Seligman (2004). *Character strengths and virtues: A handbook and classification*. Oxford University Press.

Topic 2, Activity 2: Human rights and gender equality in everyday moments

 35 minutes

Learning objectives

In this activity learners will:

- Identify what respect for gender equality and human rights could look like in everyday human interactions

Key words: gender, human rights, gender equality

Steps to follow

1. Explain that learners will be working out what *it would look like if people in families, schools and workplaces treated each other with equal respect regardless of gender.*
2. First they will play a short game designed to have them think about what we need to be able to do in order to treat people with respect. Explain how to play the mirror game. Allow a few minutes to play the game.

How to play the Mirror Game:

Stand opposite a partner. Person A takes the lead, making slow, sustained movements. Person B attempts to follow this lead perfectly, so as to look like the reflection in a mirror. After a while, the leadership is swapped, and Person B has a turn to take the lead while Person A mirrors their movements.

3. After the game is complete, choose one or two effective partnerships to demonstrate their mirroring for the class. Ask the observers to explain what it is that they see in this game that is also important in respectful relationships. Some examples may include: *the task is more effective when people pay attention to each other, and match their movement to the capacity of their partner; if we notice how we affect others, we will see if we make them uncomfortable through our actions; respectful relationships are when people treat each other as equals and take turns to lead and respond.*
4. Ask them to continue working with their partner (or group the pairs to make fours). Their task is to describe what it is that would be happening in each of the following settings if males and females were provided with equal respect and opportunities.



Teacher coaching point

If there is no free space, learners can play the game seated at their desks or standing opposite each other across the desks. Alternatively, the teacher can select two or three pairs to play at the front of the class while others observe. Many games in the programme can be modified for use in a crowded classroom.

- Family - *if there was gender equality in families:*
 - Parents would make sure that girls could...
 - Parents would make sure that boys could...
 - School - *if there was gender equality in school:*
 - Teachers would make sure that girls could...
 - Teachers would make sure that boys could...
 - Fellow learners would make sure that girls could...
 - Fellow learners would make sure that boys could...
 - Workplace - *if there was gender equality in the workplace:*
 - Bosses would make sure that women/girls could...
 - Bosses would make sure that men/boys could...
 - Fellow workers would make sure that women/girls could...
 - Fellow workers would make sure that men/boys could...
5. Invite each group or pair of learners to their responses to one of the questions. Invite those who had additional suggestions to add.
 6. Ask learners to sum up what some of the main points of the lesson were. Then confirm and/or add your own summary points.

Summary points: This activity has helped us to learn that:

- There are lots of ways that people can advance the opportunities for boys and girls and men and women to participate equally in society
- Everyone can play a part in making their world a fair and equal place



Teacher coaching point

When learners disagree, invite them to do so in an agreeable way – without use of put downs, or shaming. Before learners respond to each other's arguments, ask them first to sum up what the other has said, to show they have listened to and understood the other person's view point. Then invite them to share their own and to note where there is difference and where there are similarities.

Topic 2, Activity 3: Positive and negative uses of power

 40-50 minutes

Learning objectives

In this activity learners will:

- Consider the kinds of power that exist in various relationships
- Develop an understanding of the positive and negative uses of power
- Identify positive and negative uses of power within peer and gender relationships

Key words: power, status, empowerment

Steps to follow

1. Explain that in this activity, learners will talk about how *power* can be used either positively or negatively. First ask the learners to brainstorm the words or phrases that exist in local languages to describe *power*. Write these words on the board.
2. Explain to the learners that they will play a short game to get them thinking about what it is like to be the one in power, or the one without power. Explain how to play the Robot and Controller Game.

How to play the Robot and Controller game:

Stand opposite a partner. Person A takes the lead, holding their hand forward with their palm facing out. This person is the Controller Person B is the Robot. They must keep their nose a constant distance from the Controller's hand. When the Controller moves their hand, the Robot must follow. The Controller may even take their Robot for a walk around the room. After a while the players swap roles.



Discuss:

- What is it like to be the Robot in this game, rather than the Controller?
 - What do you see in this game that reminds you of what it is like when one person has more power over another in life?
3. Point out that this game shows how easy it is for those who have power over others to fail to notice what effect their use of that power has on the quality of life of the persons they have power over. It can be easy to abuse power over others.

4. Ask learners what they think the word *power* means. Collect some answers.
5. Explain that one way to think of power is as *the capacity to influence what happens*. A negative use of power might include *imposing control over something or someone else for one's own benefit, without regard for the effect on the other*. A positive use of power might include *using resources, skills, actions or influence for the benefit of others*.
6. Point out that the level of power that a person experiences may differ from one situation or one relationship to another. For example, an adolescent's level of personal power may be different in their relationship with a young child, a same-age peer, and a parent or teacher.
7. Read the following scenario:

A 13 year old has been asked to watch over their two younger cousins while the adults prepare food in another room. One cousin is 5 and the other is 3 years of age. The 5-year old child starts hitting the 3-year old child.

8. Ask learners to discuss:
 - Who has power in this situation?
 - Who has the most power?
 - What sorts of actions could the 13-year old take that would be a positive (or helpful) use of their power?
 - What sorts of actions could the 13-year old take that would be a negative or abusive use of their power?
9. Explain that sometimes it is useful to think of power operating between people in different ways.
 - **Power over:** Having control over someone, or over a situation. This power over others can be used in positive or negative ways. For example, a parent has power over their child, but may use this power to care for the child. In contrast, an adult may harm a child, using their power in negative ways.
 - **Power with:** Having power with other people and groups, involves working with others to make things happen. This power can also be used in either positive or negative ways. For example, a group can work together to tidy up their community or to help others. This is positive use of *power with*. However a group can band together to do crime or to be cruel to others. This is negative use of *power with*.
 - **Power within:** Refers to having resources, ideas, knowledge, tools and skills for convincing oneself and other people to do something. For example, this can be where a person makes a powerful speech to get others to look after the environment, leading to people making less rubbish. This is a positive use of power within. A different person however may make a speech encouraging people to turn against people of a particular religion. This is a negative use of power within.

- Refer back to the earlier example to point out that the older child had more power than the smaller children. They had more *power over* due to their larger size. They had *power with*, as they could call on the adults nearby to help. They also had more *power within* as they have skills, abilities and ideas about how to manage the situation. The 13-year old had also been put in charge and was assigned or given power by an adult. Being given a special role or position or job can add to a person's power.
10. Ask learners to think of some other positive and negative examples of the three different sorts of power listed above.
 11. Ask learners to make a list of *what sorts of things influence the amount of power people have?* (Some responses might include: their wealth, age, job, friends, gender, ethnicity, sexuality, language, religion, size, strength, popularity, skill, knowledge, possessions.)
 12. Ask learners to sum up what some of the main points of the lesson were. Then confirm and/or add your own summary points.

Summary points: This activity has helped us to learn that:

- People can use their power in positive and negative ways.
- There are different kinds of power, including *power over*, *power with*, and *power within*.
- Relationships are influenced by the way people use their power within that relationship.
- Power is determined by different characteristics such as age, gender, ethnicity, education, wealth, and is different in different situations.
- People with power over others have a responsibility to use this power in a way that is respectful of the human rights of others.

Optional Game: "Anyone who..."

1. Seat learners on chairs arranged in a circle (remove any spare chairs).
2. As the teacher, start by standing in the centre of the circle. Explain that you are going to call out 'Anyone who...' and then add some information (e.g. 'Anyone who likes eating ice-cream). All the people of this category must jump up and find a new seat. Start the game by making the first call (e.g. 'Anyone who is wearing white shoes'). As learners run to find a different chair, make sure you take one of the empty chairs so that one learner is left without a chair in the middle.



Teacher coaching point

Before playing the game, have a short discussion with learners about respecting personal space and boundaries. This is important to ensure that each person playing the game is not made to do anything they don't feel comfortable or able to do. If learners misbehave, remind them of the agreed rules of the game. If further misbehaviour happens, ask the individual to choose to play by the rules, or to choose to sit and observe.

3. This learner will make the next call in the game (for example, she might say 'Anyone who walked to school today'). Then all those who walked to school must swap to new seats.
4. Play a few rounds of the game. By this time learners will be seated in a mixed arrangement and some differences and similarities will have been noted.
5. Ask learners what key messages they see in this game that might be relevant to the theme that everyone is different.
6. Highlight that there are many differences between people in the group. Different people bring different ideas and strengths. We need to respect those who are different as well as those who are similar to us.

Assignment: Picture story book

Option 1: Create a picture story-book for a younger child.

- Create an animal character who will be the one who discovers a situation in which unfairness or violence is happening in a gender-based way. This could be happening in a home, school, community or the workplace.
- In this story tell about:
 - What the event was
 - How it made the person(s) experiencing the violence feel
 - How it made the observer feel; and
 - What the observer did to help.

PICTURE STORY BOOK TEMPLATE

Write and illustrate a 6-page story book for a younger child using the template below.

PAGE 1

Introduce your character. This should be an animal.
Choose a setting-either: Family/School/Sports event

PAGE 2

Tell about the **event** in which the main character sees another character being treated unfairly or experiencing a form of gender-based violence.

PAGE 3

Tell what **emotion/s** the target of the GBV feel due to this treatment or what effect it has on their participation in school, home or community life.

PAGE 4

Your character **tells** what they think is unfair as they watch or hear about this situation.

PAGE 5

Tell what **action** your character takes to help the target of the gender-based violence.

PAGE 6

Explain how others **learnt** by the good example the main character shows as they help the character who experienced the gender-based violence.

Option 2: Letter writing to an employer

- Write a letter to an employer about what needs to change in the workplace to make it a gender equitable place. The letter should include:
 - Details about the type of discrimination
 - Details about the effect this discrimination has on people
 - Suggestions for what to do about it

Whole-school action

Write a letter to the school community, or to the principal to suggest how gender rights can be improved in your school. Provide positive examples for change and suggestions that are specific to your school setting.

Topic 3: Awareness of gender-based violence

Understanding the approach

Learners need to know and understand what violence, gender violence and bullying look like. They need a clear understanding of the many kinds of violence and to know the words to tell what is happening to them or to others. They also need to understand the negative effects that violence in all its forms has on those experiencing it, the observers and the perpetrators.

Topic 3, Activity 1: What is violence?



35-45 minutes

Learning objectives

In this activity learners will:

- Learn that violence has many forms including physical, psychological, verbal, sexual and economic
- Identify that at different times, people can be in the position of target or victim, witness or observer, perpetrator and/or accomplice, and the negative consequences of violence on each of these parties.
- Develop an understanding that discrimination and violence can often go together and have similar effects

Key words: violence, victim, target, survivor, perpetrator, accomplice, witness, observer

Steps to follow

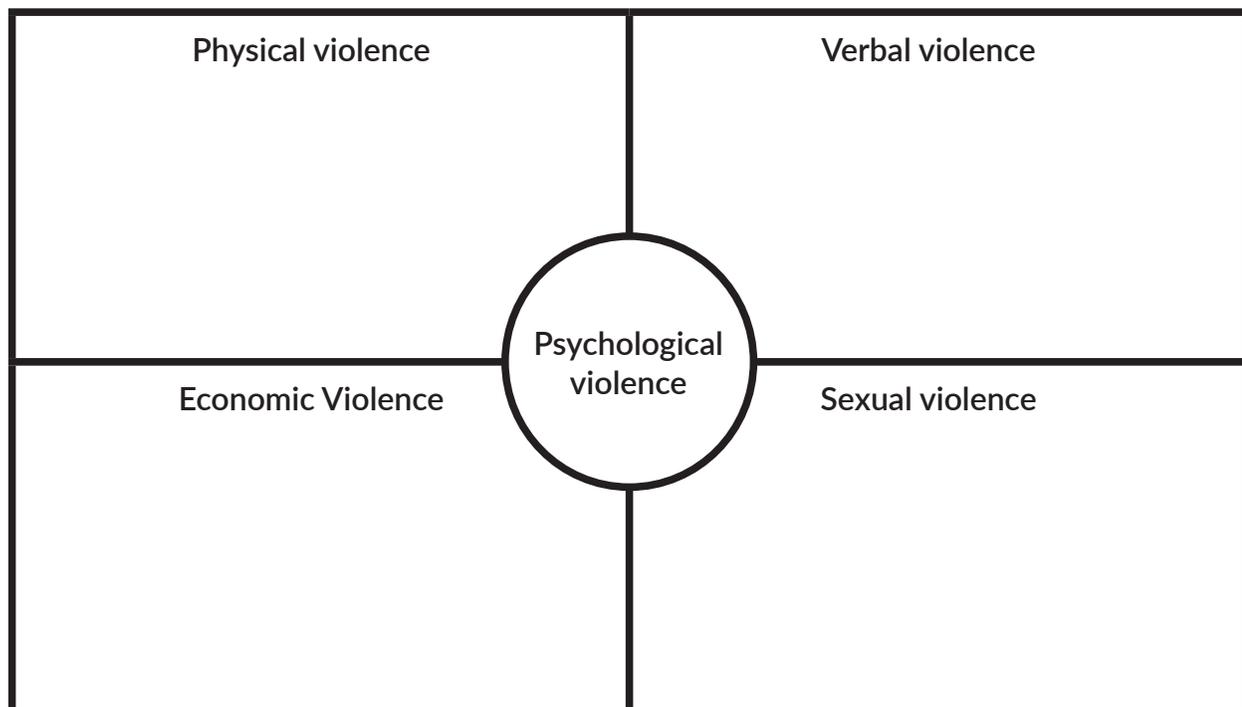
7. Write the words *victim*, *target*, *survivor*, *perpetrator*, *accomplice* and *witness* on the board. Invite learners to share their understandings of these words. Next, ask the learners to identify the words or phrases used in local languages to communicate the ideas *victim*, *target*, *perpetrator*, *accomplice* and *witness*. Write these words on the board.

8. After discussion, share these definitions:

- Target (sometimes referred to as victim or survivor) = the person who experiences the violence.
- Perpetrator = the person who carries out the violence or causes the hurt and harm.
- Accomplice = the person or people who encourage, join in, or show that they are entertained by the violence.
- Witness (or observer) = the person who sees a violent act.

Explain that we often use the word violence to describe only *physical* acts against another person, things like hitting, slapping, kicking. However, the word violence can also be used to include a whole range of actions and behaviours that cause distress and harm. Violence can be verbal, and involve what people say to or write about others. Even though it is only words, it can still cause great hurt or harm, and so verbal acts can be understood to be violent as well. Violence can also be psychological (affecting someone's mind or emotions). It can be sexual (affecting or involving the private parts of someone's body. It can be economic (preventing someone from accessing money or resources). It can occur face-to-face or through cyber-space, through social media or other websites, or using other electronic devices such as telephones. Both adults and children can be perpetrators, as well targets.

9. Draw the table on the board.



10. Invite learners to describe what they think each of these terms mean, using a few examples as part of their definition. Provide definitions if needed.
 - **Violence** can take place person-to-person, via social media, or via posting of messages, graffiti or 'hate' mail. It may involve words, images, pictures, stories, signs, objects, possessions or forms of physical contact.
 - **Emotional or psychological violence** includes threatening, abusing, scaring, humiliating or shaming people – so that they feel bad even though no one has touched them.
 - **Physical violence** can involve hurting the body or damaging or stealing someone's possessions.
 - **Sexual violence** means having sexual contact without permission of the other person. This includes rape, and also other sexual contact like touching private parts of the body without permission. It can also include saying sexual things about someone, telling stories or posting pictures of a sexual nature about someone.
 - **Verbal violence** involves written or verbal name-calling, intimidating behaviour, spreading rumours about someone, or shouting and screaming at them.
 - **Economic violence** involves limiting a person's access to money or resources. At school, economic violence could include behaviour such as stealing lunch from another learner.
11. Arrange for learners to work to complete their own version of the table with examples. They can do this in their workbook. Encourage pairs to share ideas to make sure each has a good list.
12. Ask learners to report back a few of their examples, sharing the reporting on different categories with different learners.
13. Ask learners to sum up what some of the main points of the lesson were. Then confirm and/or add your own summary points.

Summary points: This activity has helped us to learn that:

- Violence can be physical, psychological, verbal, sexual and economic.
- There are a number of positions that people can be in when violence is happening. These include: victim or target; perpetrator (the one who does the violence); accomplice (someone who joins in with or encourages the violence); and witness (someone who sees it happen).

Topic 3, Activity 2: What is gender-based violence?

 35-40 minutes

Learning objectives

In this activity learners will:

- Define gender-based violence
- Provide examples of different types of gender-based violence
- Recognise that anyone can be the target of gender-based violence, but that some groups are more likely to be targeted than others.

Key words: discrimination, gender-based violence

Steps to follow

1. Remind learners that in the previous activity they saw that there are many types of discrimination and violence, including verbal, physical, psychological, and economic types of violence. Thinking back, who were some of the groups and individuals who are more likely to experience discrimination and violence? Write a list of responses on the board.
2. Explain that around the world females tend to experience more discrimination than males. However, some males also experience gender-based discrimination, especially males who do not conform to gender norms. In this activity we are going to talk and think about gender-based violence.
3. Ask learners to recall what is meant by the term gender. (See Topic 1: Activity 1 and 2.) Explain that when the terms *violence* and *gender* are put together, we get the concept of *gender-based violence*.

Teacher coaching point

For some learners, violence will be a part of their everyday lives, so it is important to be sensitive to their reactions. Some will be victims of violence while some will have perpetrated violence or been accomplices. It is important to stay focussed on teaching positive non-violent behaviours as a way of building respectful relationships and strong communities. Avoid using the classroom as a place where learners name, blame or shame their peers. This may mean interrupting those who start to tell tales about what classmates have done. Encourage those who wish to report violent acts to do so privately. Choose a more private setting to follow up with those who have been reported as perpetrators. Remind learners of the rules that are there to have the class be a safe place for everyone to participate and learn.

4. Provide the following definition of gender-based violence.

Gender-based violence is violence that targets individuals or groups on the basis of their gender. Gender-based violence is any act that results in, or is likely to result in, physical, sexual, economic or psychological harm or suffering to someone based on gender role expectations and stereotypes. Gender-based violence occurs as a result of normative role expectations associated with one's gender, and unequal power relationships between genders.

Gender-based violence can affect males, but females are more at risk of being the victims of gender-based violence. People who do not conform to traditional gender stereotypes are also at heightened risk of gender-based violence.

5. Ask learners to provide some examples of gender-based violence. Aim to get examples for each of the categories physical, psychological, verbal, and sexual, and economic. (Some examples are provided below.)

Examples of gender-based violence

- **Physical:** A husband hitting his wife for not having dinner ready when he wants it.
- **Verbal:** Young men calling out mean comments to another man because he seems feminine.
- **Psychological:** A male threatening to damage the reputation of a girlfriend if she does not do as he wants.
- **Sexual:** A man forcing a woman to have some form of sexual contact with him against her wishes.
- **Economic:** A man forcing his wife to hand over the money that she has earned and not allowing her to make decisions about what happens to their money.

6. Explain that learners will work in small groups. They will be given some scenarios (see below the Examples of School-Related Gender-Based Violence). They will also be asked to create a scenario of their own. These scenarios will provide an example of a form of gender-based violence that might happen to young people, in or around a school. They will name the type or types of gender-based violence that are occurring in the scenarios. They will also think about what can be done to prevent or respond to this type of gender-based violence.

Teacher coaching point:

Copy and hand out the scenarios or write them on the board, along with the questions for students to read.

Scenario 1

On Thursday Mercy was walking to school. Usually she walks with her friends, but this day they were not there and she did not want to be late for school. Two blocks from the school, she had to walk past a group of boys from an older class who were waiting in a large group. They started whistling at her and one of them touched her on the legs as she walked past.

Scenario 2

John is an 8th grade learner. His classmates have started teasing him and telling him he is too much like a girl. When he went to play cricket on Wednesday as usual, his teammates told him they did not want him on the team anymore. Later he asked his friend if he knew what happened to make his friends turn against him. His friend told him that someone had posted fake photo-shopped pictures all over Facebook which showed John dressed as a girl.

Scenario 3

Nomusa is 13 years old. Over the long holidays, her body changed. On the first day back at school, some boys were pointing at her and laughing. Some of them tried to bump into her in the corridor. One of them kept pointing directly at her chest and making signs to show her breasts have grown. Then the others would laugh. She started to wish she had never come back to school.

Scenario 4

Make your own scenario

Questions:

- What type of gender-based violence is happening in the scenario? (physical, verbal, psychological, sexual, economic)
 - How might this affect the victim?
 - What needs to change to prevent this from happening?
 - What needs to change so that effective responses are made if the problem does happen?
7. Arrange for groups to report back on what they discussed, and on what suggestions they had for both prevention and response.
8. Ask learners to sum up what some of the main points of the lesson were. Then confirm and/or add your own summary points.

Summary points: This activity has helped us to learn that:

- Gender-based violence is violence that targets people on the basis of their gender.
- It can affect anyone, but it is most often experienced by people who do not conform to gender norms.
- It can go unnoticed because it is seen as part of the gender norm to use violence against those who do not conform to gender expectations.
- We can work against gender violence by learning to identify it in all its forms. Naming it as a wrong action can be a first step in efforts to prevent or respond appropriately to the problem.
- We can work to reduce the harm caused by gender-based violence through a combination of prevention strategies and through effective response strategies.

Topic 3, Activity 3: Effects of gender-based violence on males and females

 30-40 minutes

Learning objectives

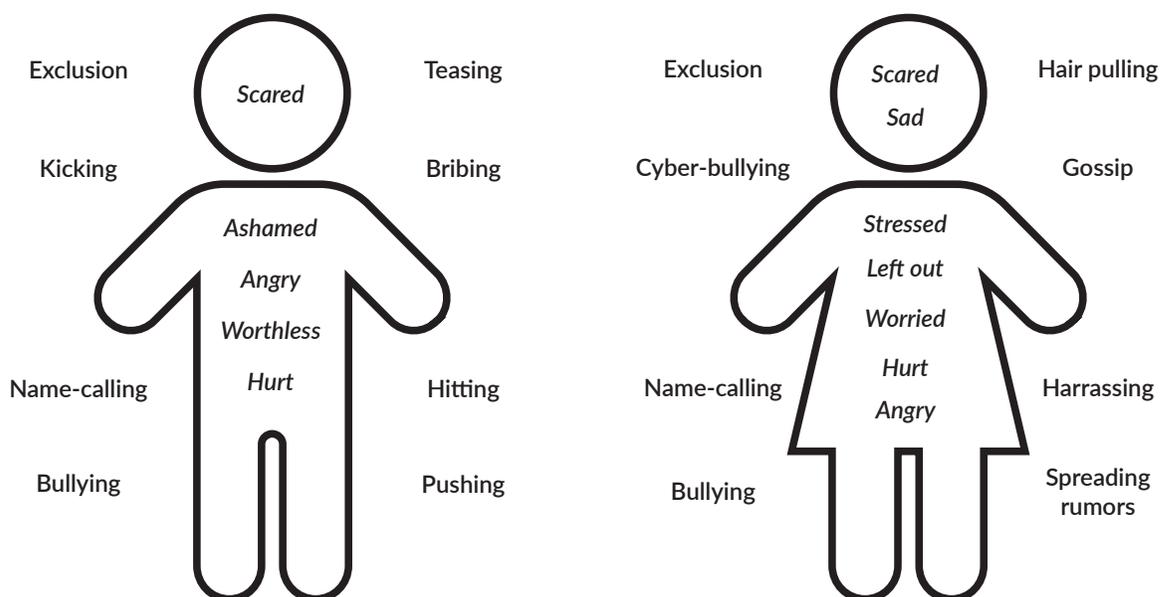
In this activity learners will:

- Describe the kinds of gender-based violence males tend to observe, initiate or be the victims of in and around school
- Describe the kinds of gender-based violence that females tend to observe, initiate or be the victims of in and around school
- Identify the physical and psychological effects of school-related gender-based violence on target(s), witness(es), accomplices and perpetrator(s)

Key words: gender-based violence

Steps to follow

1. Explain that in this activity, learners are going to talk about the different kinds of violence that learners can encounter around the school. They are then going to identify what emotions the person experiencing the violence might feel.
2. Provide the scenarios, or read them aloud, and use the questions to identify what types of violence are happening in each of the scenarios.
3. Assign people to groups of 3-4, or to work in pairs. Give each group a sheet of paper (or ask them to use paper from their notebook).
4. Ask them to draw the outline of a female and a male body.



5. On the outside of the body they list all of the kinds of violence that can happen. Write these around the **outside of the body**. Make separate lists around the male and female bodies. Prompt learners to include examples of physical violence (e.g. hitting, kicking) and verbal and psychological violence (e.g. threats, rumours, name-calling.)
6. Next, on the **inside of the bodies**, write all of the feelings that these kinds of violence might cause for the person who experiences these forms of violence (e.g. fear, embarrassment).
7. During the reporting back, compare the kinds of violence experienced by males and females. Ask the class:
 - What are the most commonly experienced forms of violence? Are they the same for females and males?
 - What types of violence do males tend to perpetrate against males? Against females?
 - What types of violence do females tend to perpetrate against females? Against males?
 - Do you notice any patterns?
 - Ask learners to sum up what some of the main points of the lesson were. Then confirm and/or add your own summary points.



Teacher coaching point

'Girl' is not a put down term. Make sure that learners understand that every time someone uses the term 'girl' or 'feminine' as a put down term for a boy, they engage in a double discrimination. First they are using the word female as an insult, and secondly they are also telling that young person that there is something wrong with the way they are being a male.

It is important to understand the emotional or psychological effects of violence. When we learn the emotional effects of violence we are able to empathise with the target and are less likely to perpetrate or tolerate violence. Naming the behaviour as a form of violence is a first step towards understanding that it is not acceptable.

Summary points: This activity has helped us to learn that:

- Violence within schools can take many forms, including psychological, verbal, physical or sexual.
- In many places boys and men are more likely to use violence, and girls and women are more likely to experience gender-based violence. Violence is bad for men and boys as well as for women and girls.
- All forms of violence have negative effects on targets, and those who witness it.
- Violence can also have negative effects on the perpetrators, and the accomplices, as they can fail to learn better ways to deal with life, and take up violence as their usual way of getting what they want.
- Being in a class or school where violence happens can have negative effects on learning, as well as on well-being and happiness.
- When we can empathise with those experiencing gender violence we are less likely to perpetrate or tolerate it in any form.

Assignment: Creating understanding through story, song or art

Option 1: Ask learners to write a poem, song or letter which creates understanding of the effect that violence can have on the emotions of the person who experiences or witnesses the violence.

Option 2: Write a positive story/cartoon which shows how a young child is taught by a wise grandparent about how to show respect rather than to use violence.

Option 3: Make a poster showing a positive gender role model, or a poster showing the effect of a negative gender norm.

Option 4: Make poster showing one area where improvement is needed in gender equality (the data from Topic 1, Activity 1 could be used in this poster – see appendices).

Optional game: “Moving as one”

1. Ask learners to stand in a large circle (or stand at their desks facing the front if space is limited). Explain that in this game, everyone follows the leader, trying to copy them exactly, just as if they were part of a giant mirror. The leader moves in slow motion.
2. in a slow movement, checking the class to see that they can keep up. Keep movements slow. After a while, name a learner to take over as leader. (If learners are facing the front of the class, bring this new leader to the front with you.) Remind them to use slow movements. Invite them to pass the leadership on to another learner.
3. Ask learners to find some key messages in this game:
 - What can you see in this game that reminds us about how to work together to be free from violence, achieve gender equality, and make the world a better place?
 - How do we know who to follow, and who not to follow in our social behaviour?



Teacher coaching point

This game can be used any time to help calm the class down and re-focus attention.

4. Explain that when harmful gender norms exist in our community (for example gender norms that cause health problems) we need to work together to change them. We need to look for ways to follow positive leadership, not negative leadership. There will also be times each of us is called on to be the leader amongst our friends or family, and to be a positive role model for others. Everyone in the class may already be a role model for little children in their family or neighbourhood.



Teacher coaching point

When learners are working in groups, walk around the room making sure all groups are engaging with the task. Provide learners with positive feedback by smiling, nodding and commenting on effort and correct behaviours. This will reinforce good behaviour.

Whole-school actions

Stand up against gender-based violence: Do things differently

- Learners share their cartoon/stories with younger learners.
- Learners perform their songs/raps/poems for other classes or for a school assembly as a way of promoting non-violent relationships.
- A school-wide competition may lead to a festival of performances.

Set up 'Friendly Focal Points to assist learner help-seeking'

- It is important for learners to have someone they can ask for help if they are experiencing violence.
- Some of the teachers in the school can be identified to be a *friendly focal point*.
- This means that they are someone learners can go to for advice or to ask for help.
- You could introduce them to learners as people that they can ask for advice about where to go for help.
- Make sure the school provides some suitable training for the *friendly focal point* teachers.

Topic 4: A focus on school-related gender-based violence

Understanding the approach

It is important to develop a sense of shared responsibility for making the school a safe and friendly space for all. As part of this process it is important to identify what sorts of gender-based violence happen at schools, where and when this is most likely to happen, how it affects others, and what can be done to prevent gender-based violence and provide support for those who have been affected. Avoid naming or blaming in this work.

Topic 4, Activity 1: School mapping of gender-based violence



35-45 minutes

Learning objectives

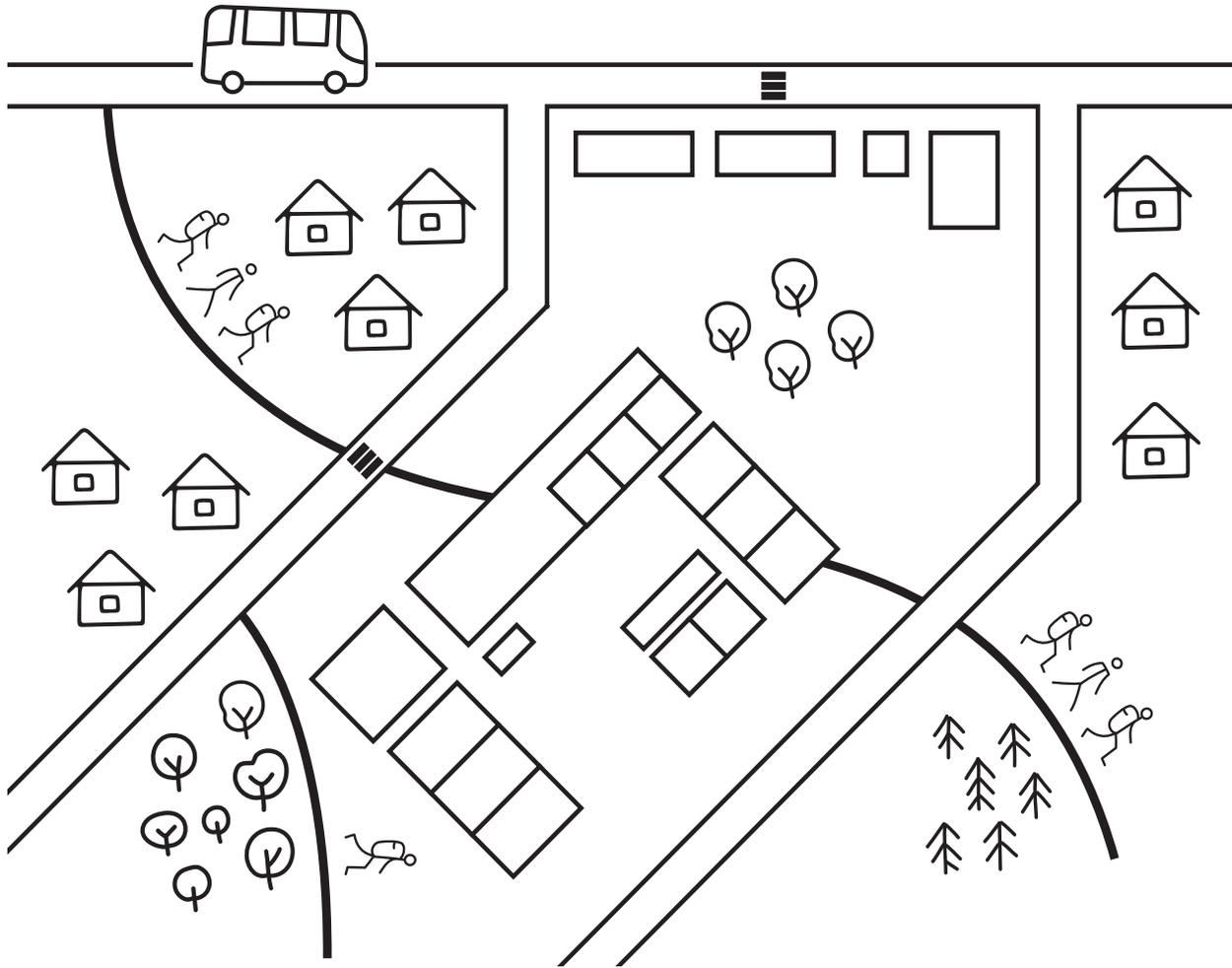
In this activity learners will:

- Identify where and when learners are most likely to experience gender-based violence at school, and where and when they are most likely to be free from gender-based violence
- Identify where and when learners are most likely to be free from gender-based violence at school

Key words: gender-based violence

Steps to follow

1. Ask learners to form groups of 3, then ask each group to draw a simple map of their school, including the streets, pathways and buildings around the school. Ask them to include in their drawing the different routes that learners take to school and the different modes of transport they use (e.g. walking, bus, taxi etc.). Label the different parts of the map if necessary.



2. Ask groups to mark onto their drawing

- *The places in and around the school are safe and friendly for all learners? Mark these places in one colour.*
- *Which places in and around the school where learners are most likely to witness or experience violence? Mark these places in another colour.*

3. Ask: *What types of violence happen in these places?* Remind learners about the different kinds of gender-based violence that can happen at school. Place a symbol to indicate the different kinds of violence, e.g.

- ⊙ Psychological violence
- ◆ Verbal violence
- # Physical violence
- ★ Sexual forms of violence or sexual harassment

Ask each group to make a key to indicate what each symbol means.

 **Teacher coaching point**

This activity helps the teacher learn about where and how violence occurs so that they can help to create a safer and friendlier school for children. It can also encourage learners to become more comfortable about reporting violence.

4. Ask one or two groups to present their drawings to the class. Use the following questions to guide discussion:
- Do boys and girls experience violence in the same places in school?
 - Where is violence most likely to occur?
 - Why do people get away with violence in these places?
5. Ask learners to return to their groups to address the question: *What will it take to stop this violence?*
6. Invite learners to report back with their suggestions. Record these suggestions. Ask them to comment on which are those the learners themselves can lead, and which they need adult help with.
7. Ask learners to sum up what some of the main points of the lesson were. Then confirm and/or add your own summary points.

Summary points: This activity has helped us to learn that:

- Violence can happen in a range of places on the school grounds, in building connected to the school and on the journey to and from school.
- Some groups of people are more likely to perpetrate violence, and others are more likely to be targets.

Topic 4, Activity 2: Empathy, imagination and hidden emotions

 30-40 minutes

Learning objectives

In this activity learners will:

- Learn about the concept of empathy (or the ability to imagine what others are feeling)
- Explore the positive impact of empathy on preventing or responding to gender-based violence

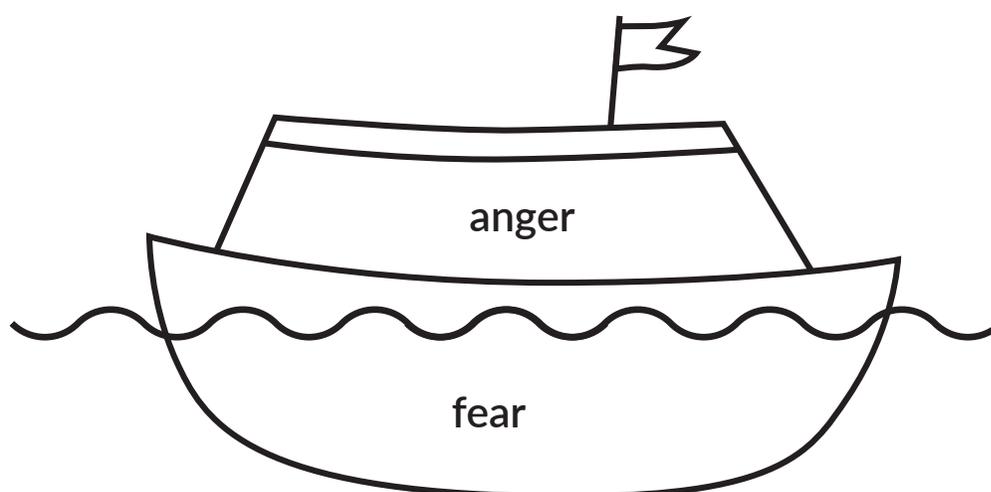
Key words: empathy, imagination

Steps to follow

1. Ask learners: How do you work out what other people might be thinking or feeling?

(Learners may suggest that they observe their body language, actions, and reactions, listen to what they say, imagine themselves into their situation and ask themselves how they feel or what they would think.)

2. Explain that it is important for people to be able to imagine how life might be experienced by others. Sometimes we can 'read' people and guess what they are thinking or feeling by observing their body language, listening to the tone of their voice and observing their actions. Other times this is not enough. They may try to hide what they feel or to pretend that they are okay. We need to both, imagine ourselves into their situation and to ask them how they are feeling. The ability to understand how others feel is called 'empathy'. **Empathy** is the ability to imagine what someone else might be thinking or feeling.



3. Introduce the concept of hidden emotions to the class. Draw an example 'Emotions Boat' for the group. Explain that this picture can be used as a way to explain the way in which some emotions can be seen above the surface, whilst others may be hidden under the waterline, but still be affecting us. The emotions that are deeper below the surface may be the most important ones. They may even be causing the emotions that are above the surface. For example, fear or hurt or shame (below the surface) are often causes of anger or jealousy or embarrassment (seen above the surface).
4. Arrange participants into pairs or small groups. They should first write a short scenario involving a form of gender-based violence (or use one from a previous lesson). They then draw the boat for each of the characters in the scenario (e.g. one each for target, perpetrator, accomplice and witness). They then map the emotions that may be hidden, and those that might be shown. Complete one example with the class to show the method.

Some deeper emotions might include:

Fear Shame Hurt Despair Sadness Loneliness Powerlessness

Some emotions that show might include:

Anger Embarrassment Anxiety

5. Once they have mapped the emotions, they should discuss which of the deeper emotions the character would have been most likely to try and hide from others. Are there different pressures on males and females to hide certain emotions?
6. Arrange groups to read their scenario, then identify what different emotions each of the key characters might be experiencing and showing.
7. Explain that there are five steps to help us show empathy for our peers – one step for each finger on the helping hand.



Step 1 - **Watch and listen:** *What is the other person saying, or expressing with their body?*

Step 2 - **Remember:** *When is a time when you have been in a similar situation? How did you feel then?*

Step 3 - **Imagine:** *How would you feel in this situation?*

Step 4 - **Ask:** *Find out how the person is feeling by asking them.*

Step 5 - **Show you care:** *Say or do something to show that you understand how they feel.*

8. Explain that sometimes people are not comfortable to report violence or to seek help. They may come to believe that somehow it is their own fault and that they have done something to attract the violence. They may lose track of the fact that someone else has actually chosen to abuse their power. They may feel a sense of shame. To cope with these emotions they may even pretend that the violence has not happened or that it has not affected them, or they laugh about it. But they may still feel distressed, underneath the surface.
9. Ask learners to sum up some of the main points of the lesson. Then confirm and/or add your own summary points.

Summary points: This activity has helped us to learn that:

- Empathy is the ability to imagine what someone else might be thinking or feeling.
- People may wish to hide some deeper emotions because they do not feel safe to share them.
- We can develop the ability to empathise by practising the skills of watching, listening, imagining, asking and showing care for others.
- These skills are important because they are the basis for good relationships.
- If we can empathise with the feelings of those who experience violence, we are much less likely to carry out such acts and more likely to offer support.

Optional game: Greetings game

1. Remind the class that it is important that we are friendly and welcoming of everyone at school. Explain that this game is about friendship and belonging.
2. Ask group to walk around the classroom. When teacher says 'stop' they take a nearby person as their partner (then check to see that everyone has found a partner. If there are odd numbers, make a trio). This person is Partner Number 1. Each pair has about one minute to make up and practice a special greeting in the form of a handshake, or special movement or sign. The greeting should be the sign that they belong to the same special group. It should include a sound as well as a form of physical contact.



Teacher coaching point

Watch out for any learners who show signs of distress. Discussing violence may be upsetting for learners who have experienced violence or abuse. They may be considering whether to help seek or not. They may need a trusted adult to initiate the conversation by asking them if they are ok.

3. Ask the pairs to practice their greeting a few times.
4. Then ask them to walk around in the space. When the teacher says 'stop' they are to find their partner as quickly as they can and do their special greeting.
5. Once this is done, ask the group to walk on again. Say 'stop'.
6. Now the learners must find a new partner. This is Partner Number 2. Together they must design a completely new greeting. Give them one minute to practice it three times.
7. Ask them to move on. When the teacher says 'stop' again they are to find the partner Number 2 and do that greeting. Then they must find their Partner Number 1 and do that greeting.
8. Repeat with another round, but in final round have them form a group of four and do the greeting for the four people to do together.
9. Ask learners to identify some of key messages in this game? In this game we have a special welcome from our group. What helps us to feel welcome when we come to school?
10. Explain to the group that it is good when people receive a friendly greeting as everyone likes to know that they are welcome at school. Encourage them to give a friendly greeting to everyone they see at school – whether they are younger or older or similar or different from ourselves!

Assignment: Letter to the principal

Ask learners to write a letter to their principal. They are an 'expert learner advisor'. They will give a learner's perspective about the kinds of violence that learners face at or around the school. The letter will also make suggestions about things that would help to reduce the violence. Learners can look at their maps and the rules (developed in earlier activities) to help them write the letter. They may want to include a copy of a map in the letter to show the areas and types of violence that they have identified as occurring in and around the school. Invite the principal to visit the class to hear the learners read their letters and/or show their maps. Choose some to present at school assembly.



Teacher coaching point

Often bullying and violence are experienced in places that are hidden from adult view. Asking learners to share this information gives teachers an insider's perspective. It also gives learners a sense that their views are important and makes them feel valued and respected.

Whole-school action: Respectful Relationships school campaign

Invite learners to design a campaign that spreads the message to promote a safe and friendly school. For example, they could make a poster promoting friendly behaviour to put up in the school entrance, and/or design a friendly school slogan or song. They might present their songs or dances at an assembly or for a parent meeting.

Topic 5: Communication skills for respect-based relationships

Understanding the approach

Encouraging positive gender relationships is part of a strategy to prevent gender-based violence. Learners benefit from learning to use effective and respectful communication.

Topic 5, Activity 1: What good friends do



30-40 minutes

Learning objectives

In this activity learners will:

- Identify the effect of positive and negative actions on peer friendships

Key words: friendship, peer support

Steps to follow

1. Point out that friendships become very important as we grow into adolescence, but that friendship can also be difficult. It is normal to experience loneliness and some fears about being liked by our friends. We may worry about pleasing our friends and sometimes this can mean we forget about what is right for ourselves.
2. Organise participants into groups of about five or six people.
3. Ask the groups to list as many ideas as possible about what good friends do, and what they don't do. Encourage them to use verbs to show the actions.

For example: "It is good when your friend **helps** you catch up when you missed some work", rather than "It is good when your friend is helpful."

- *It is good when your friend...*
- *It is not good when your friend...*



Teacher coaching point

Ask one or two learners to place everyone's ideas for It is good when your friend... on a poster or flipchart and display this on the wall.

Some examples might be:

It is good when your friend...	It is not good when your friend...
<ul style="list-style-type: none">• Is trustworthy• Cheers you up• Helps you with your homework• Shares with you• Laughs at your jokes• Treats you respectfully	<ul style="list-style-type: none">• Is dishonest• Spreads rumours• Is bossy• Gets jealous• Laughs at you• Leaves you out of the game

4. Ask one group to read their 'Good' list. Ask another group to read their 'Not Good' list. Ask other groups to add any additional ideas they had.
5. As groups are presenting their ideas, ask a volunteer to write the main ideas on the board.
6. Ask learners to refer back to their *It is good when your friend...* list from the previous activity.
7. Explain that often the good qualities that we look for in a friend are also important in a relationship.
8. Ask learners to put a square symbol next to the qualities that they think are also important in relationships between male and female **siblings**. Are there any additional qualities that are important for a brother or sister to have to ensure equal and happy relationships?
9. Ask learners to put a cross next to the qualities that they think are also important for a **spouse (husband or wife)** to have in a marriage. Are there any additional qualities that are important for a spouse to have to ensure equal and happy relationships?
10. Ask learners to put a circle next to the qualities that they think are also important for a **co-worker (of the opposite gender)** to have. Are: *Are there any additional qualities that are important for a co-worker ensure equal and happy relationships?*
11. To reflect, ask learners to report back on what they noticed when they compared the desired qualities for good friendships and for good cross-gender relationships
12. Refer learners to the 50 Acts of Kindness chart. Ask them to identify some which would be helpful to someone who has been the target of gender-based violence. Invite them to explain their choices. Encourage the learners to take up these ideas to help make their school a friendly place for everyone.
13. Provide some time for learners to think of a design a poster, poem, message or letter to encourage acts of kindness or friendship. Invite them to report on their design concept. (They may need time at home to finish this task, or to actually make a poster, poem or letter for display in the classroom.)

14. Ask learners to sum up what some of the main points of the lesson were. Then confirm and/or add your own summary points.

Summary points: This activity has helped us to learn that:

- Friendships are important because they give us a sense of happiness and belonging.
- It is normal to sometimes worry about being liked.
- It is important to make choices that are right for you rather than trying to act in ways that please others.
- Good friends use positive behaviours.
- There are many positive actions we can take to show care for others and give support if they are affected by violence.
- The good qualities that we look for in a friend are also important in cross-gender relationships.
- Many of the qualities that ensure gender equality are also those that make people happy in their friendships, in their families, and in their school or work relationships.

Optional handout:

There is a handout available for this activity at the end of the topic. Either provide each learner with a copy of the handout or ask them to copy the list from the board into their notebooks or on a flipchart.

50 Acts of Kindness

- Ask how they are
- Send a friendly text message
- Give a smile or a hug
- Pat someone on the back
- Share a snack
- Invite them to join in
- Sit with them
- Talk it over
- Play a game
- Do homework together
- Walk home together
- Send a friendly photo
- Tell jokes together
- Let them borrow your belongings
- Invite them to your birthday
- Sing or dance together
- Shake hands
- Say hello
- Ask how they are
- Share a joke
- Give a compliment
- Ask them to help you
- Offer to help themApologise for what has happened
- Listen to them
- Walk to class with them
- Take a photo of the two of you together
- Help them with a school work task
- Ride your bicycles together
- Invite them to join in your sports club
- Tell them you don't support the bullying
- Go with them to get help or to report an offence.
- Sit with them on the bus
- Ask them to help you with your task
- Ask their advice
- Write a letter
- Spend time with them after school
- Encourage others to include them
- Speak out when others are mean to them
- Report bullying against them to a trusted adult
- Refuse to laugh at or to join in with mean talk
- Send an email
- Share some sweets
- Wave when you see them
- Ask how they are feeling
- Notice what is happening to them
- Share funny stories with them
- Share how you are feeling with them
- Thank them
- Encourage them to join in

Topic 5, Activity 2: Introducing assertiveness



40-45 minutes

Learning objectives

In this activity learners will:

- Learn the difference between assertive, aggression and submissive behaviour
- Practice assertive communication strategies to address or prevent gender-based violence

Key words: communication, assertiveness, gender-based violence

Steps to follow

1. Explain that we all need skills to be able to communicate our needs and rights in our relationships with friends, family, workers or bosses without being violent or aggressive. But, we also need to make sure our rights are respected regardless of our gender or age. We should not feel guilty about saying no to something when we know it is not good for us or is disrespectful or dangerous.
2. Explain there are three different styles that people might use when communicating their feelings, wants, opinions or needs:
 - **Aggressive:** A person expresses their feelings and opinions in a punishing, threatening, demanding, or violent manner. The person pushes for their own rights, but the other person's rights do not matter. It sounds like: *'This is what I want. What you want is not important!'* Aggression is a way to exert power over others in a negative way.
 - **Assertive (Clear and Polite and Respectful):** A person expresses their feelings, needs, legitimate rights or opinions without being punishing or threatening to others and without infringing upon their rights. People who are assertive can say yes or no to requests politely and respectfully, but without sacrificing their own wellbeing and without feeling guilty. It sounds like: *'I respect myself and I respect you too.'*
 - **Submissive:** A person fails to express their feelings, needs, opinions or preferences or they may be expressed in a manner that is so indirect that the other person cannot understand the message. People who are passive might feel guilty for saying no even if doing something is bad or dangerous for them. It sounds like: *'What you want is important; but I am not, so don't worry about me.'*
3. Ask the learners to identify the words or phrases that exist in local languages to communicate the ideas aggressive, assertive and submissive. Write these words on the board.
4. Act out some short examples to demonstrate the difference between these three ways of communicating. (Alternatively use the two following stories as examples.)

5. **First Scenario:** A 13 year old girl asks the boys if she can join in their ball game. One of the boys yell out “Don’t be silly! Girls are useless! Ball games are for boys!”

- **Aggressive response:** The girl yells at the boy saying, “You run like a girl anyway!!! So you should let me play!!!”
- **Assertive response:** The girl says, “I am very good at ball games. I want to have fun like you. Girls can be good at ball games too!”
- **Submissive response:** The girl says nothing. She walks away and gives up the idea of playing ball.



Teacher coaching point

Not all languages have words that work as good translations for the terms ‘aggressive’, ‘assertive’ or ‘submissive’. You may need a phrase to explain the terms to the class or you may choose to demonstrate the meaning through examples. Invite learners to share phrases or words in their mother tongue that can be used to explain these concepts.

6. Point out that assertiveness is a very useful skill. It can be used in situations in which we need to solve conflict or in situations in which we feel pressured to do something that we feel uncomfortable with. When we are assertive, we are firm, clear and polite.
7. Invite learners to choose **one** of the following four options as the task through which they will show the difference between a submissive, an assertive and an aggressive response. They could choose their own scenario, or use the one below.

Scenarios:

- One learner calls another learner a mean name.
- A learner starts using someone else’s pens without asking first.
- A learner keeps kicking the back of someone’s chair in an annoying way.
- A learner tries to get their friend to join in with some bullying.

Option A: Cartoons. Ask learners to draw three simple cartoons illustrating how either the target or a witness responds in a) an aggressive way; b) an assertive way; and c) a submissive way.

Option B: Freeze-frames. Ask learners to work with a partner to create three freeze-frames (or still images), illustrating how either the target or a witness responds in a) an aggressive way; b) an assertive way; and c) a submissive way. Ask a couple of pairs to show their freeze-frames to the group. The audience should guess which communication style each freeze-frame is illustrating.



Teacher coaching point

Freeze-frames are still pictures, with no movement or sound. They are like a photograph. Learners can create the scene/freeze frame by using their body language and facial expression.

Option C: Role-play. Ask learners to work with a partner or in a group of three to make three short role-plays illustrating how either the target or a witness responds in a) an aggressive way; b) an assertive way; and c) a submissive way. Ask a couple of groups to show their role-plays to the group. The audience should guess which communication style each role-play demonstrates.

Option D: Scripts. Ask learners to write three short scripts illustrating how either the target or a witness responds in a) an aggressive way; b) an assertive way; and c) a submissive way.

8. Ask learners to sum up what some of the main points of the lesson were. Then confirm and/or add your own summary points.

Summary points: This activity has helped us to learn that:

- Learning to be assertive helps us to stand up for our rights or for the rights of others.
- It is possible to be assertive in a respectful way.
- Assertiveness skills can be used in the family, in relationships, at school and at work to help build respectful relationships.



Teacher coaching point

Non-verbal communication is an important. Gestures, expressions and body language all help to communicate meaning. Ask the class to provide some examples of body language that can support assertive verbal communication.

Optional game: ‘Anyone Who...’

1. Ask the class to stand in a large circle.
2. Explain that you will make a sound and a movement and the rest of the group will echo this in unison, that is, all together. For example, you might put your hands in the air and say ‘BING!’ then everyone will put their hands in the air and say ‘BING’.
3. Repeat with a new sound and movement (You might jump and say ‘BEEP’; be creative!).
4. After a couple of rounds, pass the leadership to a learner. Explain that sometimes people’s actions and words are harmful and if this is the case, we must be careful not to copy their behaviour.
5. After several learners have had a turn at being the leader, ask:
 - When is it good to copy the actions or words of other people like we do in this game? (Answers might include when people are behaving in a respectful way)
 - When is it not good to copy the actions or words of others? (Answers might include when people are behaving in a disrespectful or hurtful way)
 - What can we do if we see people behaving in a hurtful or harmful way?
6. Explain that sometimes people’s actions and words are harmful and if this is the case, we must be careful not to copy their behaviour.

Assignment: Character study

Choose a book or story you are reading in literature class. Ask learners to choose a scene from the book that involves a character feeling distressed. Their task is to identify the emotions that the character may be feeling, and then write an assertive emotions statement that the character could use to express their feelings and to make any relevant requests.

Whole-school action

Learner-led activities to build the friendly school: Learners contribute ideas and actions for the friendly school campaign, for example leading positive playground activities, engaging in cross-age interactions, displaying images of positive role-models.

Optional handout:

There is a handout available for this activity at the end of the topic. Either provide each learner with a copy of the handout or ask them to copy the list from the board into their notebooks or on a flipchart.

Handout: Topic 5, Activity 1: What good friends do

What good friends do				
Make a card	Send a text message	Give a smile or hug	Pat someone on the back	Share a snack
Invite them to join in	Sit with them	Talk it over	Play a game	Do homework together
Walk home together	Send a friendly photo	Tell jokes together	Let them borrow your belongings	Invite them to your birthday
Sing or dance together	Shake hands	Say hello	Ask how they are	Share a joke
Give a compliment	Ask them to help you	Offer to help them	Apologise for what has happened	Listen to them
Post a friendly message on social media	Take a photo of the two of you together	Help them with a school work task	Ride your bicycles together	Invite them to join in your sports club
Tell them you don't support the bullying treatment	Go with them to get help or to report an offence	Sit with them on the bus	Ask them to help you with your task	Ask their advice
Spend time with them after school	Encourage others to include them	Speak out when others are mean to them	Report bullying against them to a trusted adult	Refuse to laugh at or to join in with mean talk
Write a letter	Send an email	Share some sweets	Wave when you see them	Ask how they are feeling
Notice what is happening to them	Share funny stories with them	Share how you are feeling with them	Thank them	Encourage them to join in

Topic 6: Skills for people who witness violence

Understanding the approach

Research into bullying prevention shows that strengthening the responses of people who witness violence can be a more effective way to reduce peer-violence than simply focussing on the victims or the perpetrators.

Topic 6, Activity 1: Building support strategies



35-45 minutes

Learning objectives

In this activity learners will:

- Explore how the response of the witnesses can either encourage or prevent gender-based violence
- Learn about positive strategies that witnesses can use to prevent or reduce the effects of gender-based violence
- Practice appropriate, safe and responsible witness responses to gender-based violence

Key words: witness, peer-support

Steps to follow

1. Remind learners that a *witness* is someone who sees or knows about violence that is happening to someone else.
2. Depending on how they react, witnesses can become an important part of the solution. However, they can also end up contributing to the acceptability or persistence of the violence by becoming a supporting audience or by joining in and becoming accomplices. To remain passive and take no action can also be read as a sign that the violence has been accepted.
3. Present the question: *What are the possible actions that a witness might take in response to observing an act of violence?* Collect ideas from the learners, including both positive and negative responses, and write them on the board.

Some positive peer responses to bullying or harassment	Some negative peer responses to bullying or harassment
<ul style="list-style-type: none"> • Ask the perpetrator to stop • Walk away, but report the incident to a trusted adult • Talk to the victim later to offer support • Seek help from a teacher 	<ul style="list-style-type: none"> • Watch to be entertained • Encourage others to join in • Laugh • Join in

4. Explain that often when people see or hear about violence, it can be difficult to know what to do. We can worry that if we get involved we might get hurt or make the situation worse for the person experiencing the violence. That is why it is useful to consider both positive strategies and personal safety.

5. Assign groups or pairs to work on one or more of the scenarios provided (see below). They should discuss which strategies they think the witness should use straight away (short-term) and those that could be used afterwards (follow-up). Point out that they must consider both the relative power of the persons involved and the issue of safety, as well as methods to support the target of the violence.



Teacher coaching point

Choose scenarios that are relevant to learners at your school. Modify if needed to suit your context. Make sure you choose examples that are common and less serious rather than the worst-case scenarios. If you have time, have the schema and scenarios ready on the board before the class gets started.

Scenarios: I don't like what's happening to my classmate. What could I do (during or after)?	
Scenario 1:	Scenario 2:
<p>At break time, a boy from my class always teases one of the younger girls. I think they want her attention because she is pretty. The other boys sometimes laugh. I can see she is frightened and upset by this.</p>	<p>On my way home from school, I see a boy from Grade 9 grab a younger boy's schoolbag and throw it into the bushes, then laugh and run off with his friends. The younger boy looks upset.</p>
Scenario 3:	Scenario 4:
<p>When I went to the toilets during class, I saw two of the boys threatening a smaller boy. They were blocking him from getting out of the toilets. He looked very frightened. They were keeping him there when he was trying to get back to class.</p>	<p>Last week, a group of girls started to spread a rumour about one of the other girls in their class. It is hurtful and I know that it is not true.</p>

<p>Scenario 5:</p> <p>On the way to school one of the boys crouched behind my friend and then lifted her skirt when she wasn't looking. She was shocked and embarrassed.</p>	<p>Scenario 6:</p> <p>There is a new girl at school and she is from a different region. Her skin is darker than most of the other learners. At break time, one of the boys called her 'ugly face'. A group of girls and boys who heard laughed and repeated the name-calling.</p>
<p>Scenario 7:</p> <p>This morning between lessons a group of boys were laughing and mimicking one of the boys in their class. They said he is too 'feminine' and he doesn't belong at this school.</p>	<p>Scenario 8:</p> <p>My older sister told me that one of the male teachers was always asking her to stay back after class and trying to get friendly with her and touch her. She told me not to tell our parents in case they took her out of school, or punished her for attracting attention.</p>
<p>Scenario 9:</p> <p>When we were playing soccer at school during the break, two boys from our class asked to join in. The team captain said they weren't allowed to play because they had not been initiated and were not real men.</p>	<p>Scenario 10:</p> <p>Last week some of the boys in the class were teasing girls and asking personal questions about menstruation and trying to guess who was menstruating at that time.</p>

6. Ask one pair to report back for each scenario. Which option(s) did they choose for the short term? Which option(s) did they choose for the follow-up?

Summary points: This activity has helped us to learn that:

- The witness to violence must make a choice about how to act.
- When a witness gives positive attention to the perpetrator it can contribute to the continuation of the violence.
- Taking action can support the target of the violence and help put a stop to further acts of violence.
- Taking action requires strength and courage.
- Taking action can be risky, so witnesses should choose which actions to take in the short-term to protect their safety, and which strategies can be used for follow-up to get others involved in helping to reduce or respond to the violence.



Teacher coaching point

Encourage general ideas rather than the telling of personal stories. Remind learners that it is important not to use names if talking about a particular situation.

Topic 6, Activity 2: I want to do something to help!



35-45 minutes

Learning objectives

In this activity learners will:

- Develop scripts that witnesses can use to report gender-based violence or to provide support to people experiencing violence

Key words: peer-support

Steps to follow

1. Explain that learners will build on the work they did with the short- and longer-term actions in the previous activity.
2. They will prepare three different options to use in relation to the scenario. One will be a strategy for peer support; one will be a strategy for peer referral; and one will be a strategy for protection or safety.
 - **Safety:** Does the witness need to do anything to protect their own immediate safety, or that of the target? If so what can they do?
 - **Peer support:** What could the witness/s do to provide support? (i.e. things they can do without the help of other adults)?
 - **Peer referral:** Who could the witness ask for advice, help or support? What could they say to get some help? This can include help from adults.
3. When reporting back, the group should read their scenario aloud and present each of their three strategies.
4. Once the groups have presented, ask each learner to choose one of the scenarios and to write a short script which either a) shows how the witness could provide social support to the target of the violence, or b) how the witness could report the incident to a trusted adult such as a teacher or a parent.
5. Once learners have developed their scripts, ask them to work in pairs to rehearse and then perform the script.



Teacher coaching point

This is a good time to remind learners where they can find help within the school. If there is a learner councillor at your school, invite them to come in and speak to the class about their role and how they help if anyone is affected by gender-based violence. This will help learners to identify that there are a number of people in the school who can provide help and feel more familiar with the process of help-seeking.

6. Ask learners to sum up what some of the main points of the lesson were. Then confirm and/or add your own summary points.

Summary points: This activity has helped us to learn that:

- There are strategies witnesses can use to support the target/s of violence.
- Practising support strategies can help us to know how to act when faced with a real situation.
- It is important to consider safety when choosing appropriate actions.
- It is important to know when to seek the help of peers and/or trusted adults.

Scenarios: I want to do something to help

Scenario 1:

Lateefa is walking home from school with her two younger sisters. On the other side of the road, two boys approach a girl in the year above her. They go up close to her, even though she looks scared and one of them rubs against her body. The girl runs away, but the boys follow her for a while, calling out names to her, until they notice some adults approaching on the other side of the road.

Scenario 2:

Badru is eating his lunch at break and notices a younger boy from his class being pushed roughly by three older and bigger school learners in the corridor. There are no teachers around. The bigger boys are telling the victim that he looks like a girl.

Scenario 3:

John always sits next to Augusto in class. Augusto keeps asking John for help with the Maths problems because he is too scared to ask the new teacher to explain. The teacher, angry that the boys are talking during the lesson, shouts at Augusto, calling him 'stupid' in front of the whole class.

Scenario 4:

On the way home on the school bus Akili sees a group of boys picking on a quiet and shy boy from her class. They steal his bag, throwing it to one another each time he tries to grab it. There are no adults around to help.

Scenario 5:

Kofi and his friend are walking past the canteen queue. They see an older learner take lunch money off a younger learner and push him out of the line. It seems like this might have happened before

Scenario 6:

Create your own scenario

Optional game: Linked together game

(You will need chopsticks or pens with lids to play this game – one per pair, plus some extras)

1. If possible make some space so the class has room to move.
2. Explain that this game will test their skills of partnership. They will work in pairs to balance a chopstick (or a pen with a lid) in between their fingers as they move around the room.
3. Place the learners in pairs and provide them with the equipment.
4. Ask for a volunteer to demonstrate the activity with you. Place the chopstick between your finger and your partner's finger. Lead your partner in moving up and down and then around the room.
5. Arrange for pairs to practise.
6. Using music, have learners move around the room balancing their chopstick/pen. Once partners have had a chance to practice and begin to master this challenge, add in other chopsticks/pens to link pairs together with other pairs, until you have the whole group in a single line moving around the room.
7. After the game discuss:
 - How did you help each other to succeed in this game? (e.g. watched each other, communicated to ask to go slower or faster)
 - What did you do to improve your skills during the game?
 - When do you use these same skills at school? In the playground? The classroom?
8. Conclude by noting that the skills of listening, noticing, cooperating, communication, and practising something over and over are skills that are needed both in the classroom and the playground. These teamwork skills help people to learn and to have fun. They help to make the classroom a happy and safe place for everyone.

Assignment: Making a difference through an act of kindness

Ask learners to create a story about someone who makes a difference through a simple act of kindness. They may present their idea in the form of a story, a cartoon, or a play-script, or a children's picture book.

Whole-school action

Ask some learners to read their stories or act out variations of their cartoons, role-plays or scripts at a school assembly. They may enjoy making a small festival of performance pieces about acts of kindness.

Topic 7: Help-seeking and peer support skills

Understanding the approach

It is important that learners consider the types of situations in which they should seek help from another person. Learners should also be able to identify a range of help-seeking sources (including peers, parents and teachers). Learners can learn and practise a range of help-seeking strategies so that they feel confident to positively respond in situations in which they experience or witness gender-based violence. Peer referral skills may be needed to support others who find it hard to help-seek on their own.

Topic 7, Activity 1: When and if to seek help

 60 minutes

Learning objectives

In this activity learners will:

- Consider when reporting or help-seeking is warranted in response to school-related gender-based violence

Key words: help-seeking

Steps to follow

1. Explain that as we go through the ups and downs of life, all of us will need help and support at certain points. One of the decisions that must be made is *if, when* and *from whom* one should seek help, and additionally *if, when* and *how* one should refer a peer for help. The next activity will open discussion as we consider various scenarios and think about when help-seeking from an adult is needed, and when informal peer support or individual effort might be sufficient.
2. Explain that it can be hard to ask for help. This can take courage. But if you don't tell somebody about bad things that are happening, they can get worse, or the people doing bad things can keep doing it to other people. A friend might need your help to tell someone.

Refer learner to the data summary. (Put the data on the board, or read it to the class).

DATA SUMMARY Did you know that

33% of males and 31% of females aged 13-15 in Eswatini reported being bullied one or more times in the last 30 days	[Eswatini, Data source 1]
Only just over half of females ages 13-17 who experienced sexual violence in the past 12 months, told someone (57.2 percent)	[Zimbabwe, Data source 2]
Of those 13-17 year old females who didn't tell anyone about their experience of sexual violence said that the reasons they didn't tell was because they: <ul style="list-style-type: none"> • did not want or need services (25.5 percent) • did not think the violence was a problem (15.5 percent) • were afraid of getting in trouble (10.6 percent) • felt it was their fault (8.6 percent), or • had been threatened by the perpetrator (8.3 percent) 	[Zimbabwe, Data source 2]
For those females ages 13-17 who experienced sexual violence in the past year 40% had mental distress in the past 30 days compared 18% for females who did not experience sexual violence in the past year	[Zimbabwe, Data Source 2]
For males aged 13-17 years who experienced emotional violence in the previous 12 months they were much more likely to report self-harm than those who did not experience emotional violence in the previous 12 months (23 per cent compared to 9 per cent)	[Zambia, Data source 3]

Data source 1: CDC and WHO, *Global School-Based Learner Health Survey: Swaziland, 2013*.

Data source 2: Zimbabwe Ministry of Health and Child Care. *Young Adult Survey of Zimbabwe: A Violence Against Children Survey, 2017. 2nd Edition*. Harare, Zimbabwe: Elizabeth Glaser Pediatric AIDS Foundation, 2019.

Data source 3: VACS Ministry of Youth, Sport and Child Development, Ministry of Community Development and Social Services, University of Zambia, United Nations Children's Fund, Save the Children International, United States Centers for Disease Control and Prevention, *Violence against Children in Zambia: Findings from a national survey, 2014*, Ministry of Youth, Sport and Child Development, Lusaka, 2018

3. Ask learners to share their ideas about why more people don't ask for help about experiencing violence, and about what might be done in the school to encourage this.
4. Divide learners into groups of four. Either give copies of the scenarios to the groups, or read them aloud as you assign each group a particular scenario. Explain that they will need to address the following questions about their scenario and prepare to report back to the class:
 - Is this a serious situation?
 - Should the character deal with this on their own or ask someone for help?
 - Who should they ask?
 - What might happen if they do not involve anyone else?
5. As learners report back, compare the advice from different groups. *Which scenarios did groups suggest needed referral to an adult for help? Which did they think could be managed within the peer group?*

6. Remind learners that seeking help, support or advice from other people is not a sign of weakness, but a sign of strength. It is a way to build and make positive use of *power with*. This type of power is particularly needed when others are abusing their *power over* others. Support from a bigger group might be needed to protect people's rights. It is important to develop help-seeking skills so that in the future, we can ask for help for ourselves or for others. Seeking help when problems arise provides the opportunity for early intervention which can lessen the likelihood that things will keep getting worse.
7. Provide some information about sources of help available in the school and the community.

Summary points: This activity has helped us to learn that:

- There will be times in life when we need help and support.
- It is important to know when to seek help for ourselves or for others.
- Holding onto a problem that is too big for one person to solve can lead to the problem getting worse.
- If we think ahead about how and who to ask for help, we may be better able to respond when under the pressure of a difficult situation.



Teacher coaching point

During group work activities, give learners a turn at being the captain who helps to manage the group and ensure that each person has had a chance to contribute and be heard, and the note-taker who records the answers or reports back. You could even award a class reward such as an outdoor game when you see all groups working well.

Scenarios:

During lunch Lizwe was playing football with a group of boys in his grade. He tried to stop a goal but missed and the other team scored. After the game, bigger boys on the team pushed Lizwe down. When he tried to get up, one boy punched him saying, "You should play with the girls! You are so weak you make us lose the match." Then the other boys joined in calling him a "girl."

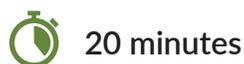
Is this serious? Should Lizwe tell to someone about this? Should his friends tell someone about this? Who? What might happen if nobody takes action?

Nomusa doesn't like staying at her auntie's house. Her auntie's son Tinashe is always trying to be alone with her. He tells her how mature she has become and a couple of times, has tried to touch her breasts. When she asked him to stop, Tinashe tells her that if she tell anyone her auntie will be very angry and won't let her stay anymore. She will be out on the streets with nowhere to go.

Is this serious? Should Ma Nomusa talk to someone else about this? Who? What might happen if nobody takes action?

<p>Thandiwe has just started secondary school. On her way to school, a group of older schoolboys follow her, tease her and try to touch her. Everyday she has to walk past this same group of older boys. She is scared to tell anyone in case they think it is her fault.</p>	<p>Is this serious? Should Thandiwe talk to someone else about this? Who? What might happen if nobody takes action?</p>
<p>Farai is a senior learner who wants to be an engineer when she grows up. Her uncle who is an engineer offered to help her study for her exams. When she meets him to study, he starts to sit very close to her. He is sitting closer and closer as they begin to review problems. She tells him that she doesn't feel very comfortable. He ignores her comment. When her mother comes to collect her, she arranges for them to meet at the same time next week. Farai doesn't know what to do. She doesn't want to go back next week, but doesn't want to bring shame to the family.</p>	<p>Is this serious? Should she talk to someone else about this? Who? What might happen if nobody takes action?</p>
<p>Sipho has not come to school for a week. The teacher thinks she is being lazy, and gives her a punishment. But her friend Thando knows that the real problem is that Sipho has gotten taller recently and her uniform is now too short. Her family does not have money for a new uniform right now. Thando is worried that Sipho may not come back to school.</p>	<p>Is this serious? Should Thando talk to someone else about this? Who? What might happen if nobody takes action?</p>
<p>Natsai and Nothando have been friends for a long time. Often, Nothando does not attend school because she is helping her mother and caring for her younger brothers and sisters. When Nothando has not been at school for two weeks Natsai is worried about her. Natsai remembers Nothando saying that her parents wanted to marry her off to a much older man. Nothando was very upset by this and made Natsai promise not to tell anyone. Natsai does not want to get Nothando or her family in trouble but is very worried about Nothando.</p>	<p>Is this serious? Should Nothando talk to someone else about this? Who? What might happen if nobody takes action?</p>

Topic 7, Activity 2: Where to go for help



Learning objectives

In this activity learners will:

- Identify a range of people from whom learners can seek support if experiencing or observing gender-based violence
- Identify a range of people who learners can support in their everyday lives so as to contribute to the reduction of gender-based violence

Key words: help-seeking, peer-support, peer-referral

Steps to follow

1. Explain that this activity will help us come up with a number of people in our lives who we could go to for help, support or advice. It is useful to think about this now so that in the future when we face a challenge, we have some people in mind to go to.
2. Ask each person in the group to draw around each of their hands. On each finger of one hand, they identify the name or make a sign or symbol for one person who they could approach for some kind of help if faced with a challenge or if they are feeling down. Encourage people to choose at least one person from their family and one from another setting (e.g. work, school, club). On each finger of the other hand they write the name or make a symbol to stand for a person that they can or would like to give help or support to.
3. Encourage the group to remember the five helpers they have identified so they can be called on in the future when needed. Encourage them to look out for the people they put on their other list and provide help, advice or support when needed. Remind them that it is also unpredictable who they may be called on to help. Peer support is a great opportunity to help build a strong violence-free community.
4. Provide some information about where learners can get help in the school and in the local community.
5. If there is time, as learners to write a short statement of advice for someone who wants to know where they can go for help with a situation relating to gender-based violence.
6. Ask learners to sum up what some of the main points of the lesson were. Then confirm /or add your own summary points.

Summary points: This activity has helped us to learn that:

- It is important to seek help when faced with difficult situations.
- It is important to refer peers to help-providers if they feel unable to seek help by themselves.
- People can be both help-seekers and help-providers.

Topic 7, Activity 3: How to seek help



40-50minutes

Learning objectives

In this activity learners will:

- Demonstrate their learning across the unit of work via evidence of their capacity to:
 - *empathise with the possible emotional responses of someone affected by gender-based violence* (key capacity: empathy)
 - *identify possible positive response strategies* (key capacity: skills for positive response via peer support, or peer referral, or assertiveness, or problem-solving or help-seeking)
 - *identify the strengths that may be needed to take action* (key capacity: empathy)
 - *identify the possible help sources that the target could access* (key capacity: knowledge of relevant help sources)

Key words: help-seeking, shame, rejection

Steps to follow

1. Remind learners that often shame, a fear of rejection, blame or disapproval can be a barrier to help-seeking. In the presence of this fear, it takes courage to ask for help. In this case help-seeking is an act of courage. Sometimes we need to call on additional strengths like loyalty, compassion or wisdom to help us activate the courage to seek help.
2. Explain that each pair or group will prepare a piece of advice to help a person in need to overcome their fear of seeking help. The advice can suggest help-seeking by the character who has experienced the violence, or by their friends. They will choose one of the Advice Needed Scenarios (below) as their focus.
3. Ask part of thinking up their advice, ask learners to
 - Name the fears and emotions the person may have. (Refer back to the hidden emotions activity for some ideas.)
 - Suggest two or three possible strategies or actions they could take. (Refer back to the session on help-seeking and help-sources, and the activities on peer support for some ideas.)
 - Name two or more strengths the person may need to draw on to carry out this advice. (Refer back to the lesson on positive role models for some ideas.)
 - Help-sources: name some possible help-sources the person could use.
4. Ask learners to report back on some of their suggested advice. Assist them to find some positive strategies if they have not been able to do this.
5. Ask some volunteers to show what this advice would look like in action if they were to act it out in a role-play. Or have all learners practice their role-plays. And then ask some to show theirs.

6. Talk about the strengths and skills that may be needed to carry out this advice.
7. Ask learners to sum up what some of the main points of the lesson were. Then confirm and/or add your own summary points.

Summary points: This activity has helped us to learn that:

- Sometimes seeking help can be hard because of the fear of being judged, rejected or blamed, or the fear that you will not be believed.
- In the face of fear it can take courage and encouragement from others to seek help.

Scenarios: Topic 7, Activity 3: Advice Needed

Advice needed

Anesu cannot sleep well at night because she worries about how some boys tease and follow her when she is walking to and from school. She is scared to tell her mother in case she is blamed for attracting the attention of the boys.

Gift has stopped coming to school every day. His parents are fighting a lot, and sometimes they hit him. When he has bruises on his face he does not like to come to school in case people ask about it.

Tadiwa is 15 and has mainly female friends at school. This has not bothered him in the past but people have started to tease him for being feminine.

Loreen has been getting teased by girls in her school. They have told her that she has no honour. Loreen is sad and confused about why they are saying this to her.

Nyasha may have to drop out of school because her family wants her to stay at home and help take care of her young brother. She is very sad as she has very good grades, and teachers think that she would be able to get a scholarship to study at university next year. Her father says that even though she won't be 18 yet, he wants her to be married the next year, as soon as her little brother is old enough to start school.

A group of young girls are feeling unhappy to be in class because some boys in the class have been passing around a phone that has pornography on it. They are scared to tell the teachers. Other boys have been laughing and asking the girls if they look like this underneath all their clothes.

Praise's older sister Tanatswa has a secret boyfriend that their parents don't know about. He is older than her. He is always buying her gifts, and sometimes gives her sweets. One day, Praise sees her sister crying. She asks her what is wrong and Tanatswa replies that her boyfriend has broken up with her. When Praise gives Tanatswa a hug to comfort her, Tanatswa whispers in her ear that she is worried she might be pregnant.

Optional game: The 'I like to...' game

1. Arrange learners in groups of six or seven standing in circles around desks.
2. Demonstrate the activity with one group. One person starts. They say 'I like to cheer myself up by...' and then mime the actions of the thing they like to do (e.g. mime playing the guitar/dancing/singing etc.) but without saying the words.

3. The other people in the group must guess what is being mimed. Once someone guesses correctly, it is the next person's turn.
4. Give learners time to go around the group.
5. If you have time, invite learners to play a second round, this time saying 'I like to calm myself down by...'
6. Once groups have finished the second round, ask them to identify some of the key messages in the game.
7. Explain that there are lots of different things that we can do to cheer ourselves up if we are feeling sad or calm ourselves down if we are feeling angry. It is good to have lots of strategies and to share these strategies with our friends.
8. Explain that in this game we have to guess what our friends are going. Sometimes though, if peers are having a difficult time, it is hard to guess what they are thinking. If we are worried about a peer at school, it is important to do our best to help them. This might mean asking if they are ok, or reporting to a teacher.

Assignment: A good friend in times of need

For this last assignment learners will design a story about being a good friend in a time of need. Tell learners that the story must include the following five elements, and include some examples of dialogue which shows what was said in either the peer support or the help-seeking scene. Learners may use any of the scenarios from earlier sessions as their focus, or make one up.

The five essential elements are:

1. A main character who is the friend of the person experiencing gender-based violence.
2. The person who is experiencing a form of gender-based violence in or around school.
3. A conversation in which the good friend talks to the victim about what they could do.
4. A point in the story at which the friend provides some form of peer support for the person who is experiencing gender-based violence.
5. An example of a help-seeking or peer referral to get help from an appropriate adult.

Whole school activity: Spreading the message

Invite a community service or organisation to talk to the class

Do some research to find out which services in your community work in the area of violence prevention or child protection. For example, there may be a service that provides counselling to families who are affected by violence. Invite someone to come in and provide some child-friendly information to your class or to provide posters or information for display in the school.



Appendices and References

Appendix 1:

Statistics for Topic 1, Activity 1

Regional statistics

In Africa, what are the top five most common causes of death for young people aged 10 to 19?

Males aged 10-19	Females aged 10-19
1. HIV/AIDS (44%)	1. HIV/AIDS (49%)
2. Road injuries (21%)	2. Diarrhoeal disease (18%)
3. Meningitis (18%)	3. Lower respiratory infections (18%)
4. Lower respiratory infections (17%)	4. Meningitis
5. Diarrhoeal disease (17%)	5. Maternal conditions (16%)

Source: United Nations, 2015

*Look for the data from your country here: <http://apps.who.int/gho/data/node.wrapper.HEALTHADO?lang=en>
Source: United Nations, Editor. 2015, United Nations Publications: New York.

What percentage of young people aged 15 to 19 in East and Southern Africa are married or in union?

- 19% of females
- 3% of males

*Look for the data from your country here:

http://www.unicef.org/sowc2013/files/Table_11_Stat_Tables_SWCR2013_ENGLISH.pdf

Source: UNICEF, State of the Worlds Children: Statistical Tables. 2014, New York: United Nations Children's Fund (UNICEF).

What proportion of young people aged 15 to 19 in East and Southern Africa think that it is acceptable for a husband to hit his wife?

- 55% of females
- 46% of males

*Look for the data from your country here:

http://www.unicef.org/sowc2013/files/Table_11_Stat_Tables_SWCR2013_ENGLISH.pdf

Source: UNICEF, State of the Worlds Children: Statistical Tables. 2014, New York: United Nations Children's Fund (UNICEF).

National statistics*

*Example statistics have been provided. Follow the links provided to look for statistics from your country

In Tanzania, are males or females more likely to attend secondary school?

- 26% of males attend secondary school
- 24% of females attend secondary school

*Look for statistics for your country here:

http://www.unicef.org/sowc2013/files/Table_5_Stat_Tables_SWCR2013_ENGLISH.pdf

Source: UNICEF, *State of the Worlds Children: Statistical Tables*. 2014, New York: United Nations Children's Fund (UNICEF).

In Malawi, what percentage of young people aged 15-19 are married or in union?

- 2% of males.
- 23% of females (that's nearly one quarter)

*Look for statistics for your country here: https://www.unicef.org/publications/files/UNICEF_SOWC_2016.pdf

Source: UNICEF, *State of the Worlds Children: A Fair Chance for Every Child*. 2016, United Nations Children's Fund, Division of Communication: New York.

In Zambia, what proportion of young people aged 15 to 19 think that it is acceptable for a husband to hit his wife under some conditions?

- 55% of adolescent males
- 61% of adolescent females

*Look for statistics for your country here:

<http://www.unicef.org/sowc2014/numbers/documents/english/EN-FINAL%20Table%2011.pdf>

Source: UNICEF, *State of the Worlds Children: Statistical Tables*. 2014, New York: United Nations Children's Fund (UNICEF).

What proportion of males aged 15 to 49 in Tanzania think that it is acceptable for a husband to hit his wife under some conditions?

- 38% of adult males (that's nearly 4 in 10)
- 54% of adult females (that's over half)

*Look for statistics for your country here: https://www.unicef.org/publications/files/UNICEF_SOWC_2016.pdf

Source: UNICEF, *State of the Worlds Children: A Fair Chance for Every Child*. 2016, United Nations Children's Fund, Division of Communication: New York.

In Uganda, what proportion of adults aged 15 to 49 think that it is acceptable for a husband to hit his wife under some conditions?

- 58% of adult women
- 44% of adult males

*Look for statistics for your country here: https://www.unicef.org/publications/files/UNICEF_SOWC_2016.pdf

Source: UNICEF, *State of the Worlds Children: A Fair Chance for Every Child*. 2016, United Nations Children's Fund, Division of Communication: New York.

National statistics*

*Example statistics have been provided. Follow the links provided to look for statistics from your country

True or false – In Zimbabwe, the constitution guarantees equal treatment for women and men under the law.

True. The equal treatment of women and men is included in section 56 of the Constitution of Zimbabwe.

True or false – In Eswatini, the constitution prohibits the use of corporal punishment on children.

True. The 2005 Constitution, Child Protection and Welfare Act prohibits the use of corporal punishment.

In Kenya, how many young people (under 18 years) report physical violence?

- 73% of males
- 66% of females

Source: United Nations Children's Fund Kenya Country Office, Division of Violence Prevention, National Centre for Injury Prevention and Control, US Centers for Disease Control and Prevention, & Kenya National Bureau of Statistics. (2012). *Violence against Children in Kenya: Findings from a 2010 National Survey. Summary Report on the Prevalence of Sexual, Physical and Emotional Violence, Context of Sexual Violence, and Health and Behavioral Consequences of Violence Experienced in Childhood*. Nairobi, Kenya: United Nations Children's Fund Kenya Country Office.

In Namibia, what percentage of young people aged 13-15 drink alcohol?

- 21% of females (that's over 2 in 10)
- 26% of males (that's nearly one quarter)

*Look for statistics for your country here: <http://www.who.int/ncds/surveillance/gshs/factsheets/en/>
Source: CDC and WHO, *Global School-Based Learner Health Survey: Namibia*. 2013.

In Zambia, what percentage of young people aged 13-15 drink alcohol?

- 39% of males
- 45% of females

*Look for statistics for your country here: <http://www.who.int/ncds/surveillance/gshs/factsheets/en/>
Source: CDC and WHO, *Global School-Based Learner Health Survey: Zambia*. 2004.

In Zimbabwe, what percentage of young people 13-15 report having drunk so much alcohol they were really drunk on one or more times during their life?

- 19% of males
- 14% of females

*Look for statistics for your country here: <http://www.who.int/ncds/surveillance/gshs/factsheets/en/>
Source: CDC and WHO, *Global School-Based Learner Health Survey: Zimbabwe (Harare)*. 2003.

National statistics*

*Example statistics have been provided. Follow the links provided to look for statistics from your country

In Eswatini, what percentage young people aged 13-15 report being in a physical fight one or more times during the past 12 months?

- 27% of males
- 14% of females

*Look for statistics for your country here: <http://www.who.int/ncds/surveillance/gshs/factsheets/en/>
Source: CDC and (WHO), Global School-Based Learner Health Survey: Swaziland. 2013.

In Uganda, what percentage of young people aged 13-15 report being seriously injured one or more times during the past 12 months?

- 67% of males
- 60% of females

*Look for statistics for your country here: <http://www.who.int/ncds/surveillance/gshs/factsheets/en/>
Source: CDC and WHO, Global School-Based Learner Health Survey: Uganda. 2003.

In Zambia, what percentage of young people aged 13-15 years have experienced bullying during the past month?

- 63% of males (that's over 6 in 10)
- 67% of females (that's nearly 7 in 10)

*Look for statistics for your country here: <http://www.who.int/ncds/surveillance/gshs/factsheets/en/>
Source: CDC and WHO, Global School-Based Learner Health Survey: Zambia. 2004.

In Kenya, what percentage of young people aged 13-15 report having had a hang-over, feeling sick, getting into trouble with family or friends, missing school, or getting into fights from drinking alcohol?

- 29% of males
- 27% of females

*Look for statistics for your country here: <http://www.who.int/ncds/surveillance/gshs/factsheets/en/>
Source: CDC and WHO, Global School-based Learner Health Survey: Kenya. 2003.

In Tanzania, how many young people reported that their first experience of sexual intercourse was unwilling

- 18% of males
- 29% of females

(Division of Violence Prevention et al., 2009)*Look for statistics for your country here: <https://www.cdc.gov/violenceprevention/childabuseandneglect/vacs/reports.html>

Source: Division of Violence Prevention, et al., Violence Against Children in Tanzania Findings from a National Survey 2009, Summary Report on the Prevalence of Sexual, Physical and Emotional Violence, Context of Sexual Violence, and Health and Behavioural Consequences of Violence Experienced in Childhood. VACS Series 2009, Dar es Salaam: UNICEF.

National statistics*

*Example statistics have been provided. Follow the links provided to look for statistics from your country

In Kenya, what percentage of males believe that a woman should tolerate spousal violence in order to keep her family together?

- 50% of males
- 40% of females

*Look for statistics for your country here:

<https://www.cdc.gov/violenceprevention/childabuseandneglect/vacs/reports.html>

Source: United Nations Children's Fund Kenya Country Office, Division of Violence Prevention, National Centre for Injury Prevention and Control, US Centers for Disease Control and Prevention, and Kenya National Bureau of Statistics, *Violence against Children in Kenya: Findings from a 2010 National Survey. Summary Report on the Prevalence of Sexual, Physical and Emotional Violence, Context of Sexual Violence, and Health and Behavioral Consequences of Violence Experienced in Childhood*, in VACS series. 2012, United Nations Children's Fund Kenya Country Office: Nairobi, Kenya.

In Malawi, how many males aged 18-24 reported the experience of emotional violence prior to 18 years?

- One in three males
- One in five females

*Look for statistics for your country here:

<https://www.cdc.gov/violenceprevention/childabuseandneglect/vacs/reports.html>

Source: Ministry of Gender, Children, Disability and Social Welfare of the Republic of Malawi, et al., *Violence against Children and Young Women in Malawi: Findings from a National Survey*, in VACS Series. 2013: Lilongwe, Malawi.

In Kenya, what percentage of young people (under 18 years) have experienced corporal punishment?

- 73% of males
- 66% of females

*Look for statistics for your country here:

<https://www.cdc.gov/violenceprevention/childabuseandneglect/vacs/reports.html>

Source: United Nations Children's Fund Kenya Country Office, Division of Violence Prevention, National Centre for Injury Prevention and Control, US Centers for Disease Control and Prevention, and Kenya National Bureau of Statistics, *Violence against Children in Kenya: Findings from a 2010 National Survey. Summary Report on the Prevalence of Sexual, Physical and Emotional Violence, Context of Sexual Violence, and Health and Behavioral Consequences of Violence Experienced in Childhood*, in VACS series. 2012, United Nations Children's Fund Kenya Country Office: Nairobi, Kenya.

National statistics*

*Example statistics have been provided. Follow the links provided to look for statistics from your country

In Tanzania, how many young people experience sexual violence before turning 18 years old?

- 13% of males
- 30% of females

*Look for statistics for your country here:

<https://www.cdc.gov/violenceprevention/childabuseandneglect/vacs/reports.html>

Source: Division of Violence Prevention, et al., *Violence Against Children in Tanzania Findings from a National Survey 2009, Summary Report on the Prevalence of Sexual, Physical and Emotional Violence, Context of Sexual Violence, and Health and Behavioural Consequences of Violence Experienced in Childhood*. VACS Series 2009, Dar es Salaam: UNICEF.

In Malawi, where are young people (under 18 years) most likely to experience sexual abuse?

Males	Females
1. Perpetrator's home (28%)	1. Victim's home (23%)
2. Victim's home (22%)	2. Perpetrator's home (22%)
3. School (20%)	3. On a road (18%)
4. On a road (17%)	4. At school (14%)
5. By a field or body of water (8%)	5. Someone else's home (12%)

Source: Ministry of Gender et al., 2013

*Look for statistics for your country here:

<https://www.cdc.gov/violenceprevention/childabuseandneglect/vacs/reports.html>

Source: Ministry of Gender, Children, Disability and Social Welfare of the Republic of Malawi, et al., *Violence against Children and Young Women in Malawi: Findings from a National Survey*, in VACS Series. 2013: Lilongwe, Malawi.

National statistics*

*Example statistics have been provided. Follow the links provided to look for statistics from your country

In Zimbabwe, what was the most common reason for not seeking services following and incident of sexual abuse prior to 18 years?

Males	Females
1. Did not think it was a problem (72%)	1. Did not think it was a problem (31%)
2. Embarrassed for self or family (20%)	2. Afraid of getting into trouble (25%)
3. Other (9.5%)	3. Did not want to get the abuser into trouble (24%)
4. Did not need/want services (9.3%)	4. Other (11%)
5. Afraid of getting into trouble (9%)	5. Did not need/want services (9%)

Source: ZIMSTAT et al., 2013

*Look for statistics for your country here:

<https://www.cdc.gov/violenceprevention/childabuseandneglect/vacs/reports.html>

Source: Zimbabwe National Statistics Agency, United Nations Children's Fund, and Collaborating Centre for Operational Research and Evaluation, National Baseline Survey on Life Experiences of Adolescents, 2011, in VACS Series. 2013, ZIMSTAT: Harare.

Appendix 2:

Tools for Feedback and Assessment

The following selection of tools is provided to invite learner feedback, provide opportunities for learners to do a self-assessment, and for use of tests and tasks through which to assess learner knowledge and capabilities.

These feedback and assessment tools are intended as a guide, and can be selected and modified to suit the context, purpose and preferences of the teacher and school.

Learner Feedback tool

A learner feedback tool provides a chance for self-reflection on the part of the learner, and provides the teacher with some information about what the learners value and what they find useful in their learning.

Learner feedback task: Ask learners to respond to the following questions:

1. What did you learn that you could use in the future?
2. What were the most useful activities for deepening your learning about how to have positive and respectful relationships with both males and females?
3. What would you like to get better at?
4. What would you like this class to get better at?

Learner self-assessment tool

A learner self-assessment tool encourages learners to see themselves as having responsibility for advancing and using their own learning. It can also be used as a way to provide feedback to the teacher about the areas learners think should be prioritised for further development.

Learner self-assessment task: Answer the questions as accurately as you can. The purpose of a self-assessment task is for each learner to think about what helps them to advance in their learning.

Self-assessment: skills for respectful relationships	I don't understand this yet	Low	Medium	High	What I would like to get better at
I work well with others on group tasks					
I treat other people with respect					
I get along well with people even if they are different from me					
I support classmates if they are stressed or unhappy					
I do what I know is right, even when my friends don't agree					
I ask for help when I need it					
I can encourage friends to seek help when needed					
I know how to get help for someone affected by gender-based violence					
I use non-violent ways to solve conflict					
I can identify the pressures that can be on males and females because of gender norms					
I can identify when gender norms lead to limited choices, unfair treatment or violence					
I treat others with respect, regardless of gender differences					

Test: Understanding key messages of the programme

A knowledge test can provide an opportunity for learners to review what they learnt. It can help to remind them about the key messages they encountered in the program. It can provide a chance for them to demonstrate their knowledge to themselves and to their teacher. Following this program, most learners in the class should score between 80-100% on this knowledge test.

Instructions: Learners are to provide a short-answer response to each section of the knowledge test to demonstrate their understanding of key messages promoted in the program.

Topic	Scoring
1. Gender: In this programme we learnt about gender equality	
1.1 Suggest one way in which a parent can treat sons and daughters in an equal way.	1
1.2 Suggest one way in which an employer can treat male and female workers in an equal way.	1
2. Violence: In this programme we learnt that gender-based violence can include many forms of negative treatment, not just physical violence	
2.1 Give an example of a form of emotional violence that could happen at school.	1
2.2 Give an example of a form of physical violence that could happen at school.	1
2.3 Give an example of a form of verbal violence that could happen at school.	1
3. Positive gender role models: In this programme we learnt that role models can influence other people's behaviour	
3.1 As a positive gender role model for a younger child, what could you say or do if you heard a group of 6 year-old boys telling the girls that only boys can play football.	1
3.2 As a positive gender role model for a younger child, what could you say or do if you heard a group of 6 year-old girls telling a boy that only girls can learn to cook.	1
4. Emotions: In this programme we learnt about the kinds of effects that violence can have on people's emotions	
4.1 List 4 emotions that a person might feel if they are often teased in a mean way by other people in their class.	4

Topic	Scoring
5. Peer support: In this programme we learnt about ways in which people can show support for peers affected by gender-based violence	
5.1 List three things a classmate can do to show support for a boy who is often teased by other boys who tell him he is too much like a girl.	3
5.2 List three things a classmate can do to show support for a girl who is often teased by boys about the way her body looks.	3
5.3 List two things a classmate can do to show support for a girl who gets harassed by older boys when she is walking home from school.	2
6. Power: In this programme we learnt that people can use their power over others in positive or negative ways.	
6.1 Thinking of someone your own age, give an example of when a person has power over someone else and uses this power in a <i>negative</i> way.	1
6.2 Thinking of someone your own age, give an example of when a person has power over someone else and uses this power in a <i>positive</i> way.	1
7. Help-seeking: In this programme we learnt about what people can do to get help if someone is affected by violence at school or at home	
7.1 List two people that could be asked to help if someone was experiencing sexual harassment in the school yard, or on the way to or from school.	2
7.2 Thinking of someone your own age, give an example of when a person has power over someone else and uses this power in a <i>negative</i> way, that is also a form of <i>gender-based violence</i> .	2
Total	25

Test: Response to a scenario via multiple choice answers

A multiple choice test can provide opportunity to do a rapid assessment of the extent to which learners have understood key messages of the program.

Instructions: Learners are to read the scenario and answer the multiple-choice questions that follow. They should tick all answers that apply.

Scenario:

Jay and his three male friends walk behind Karlie and Shanel on the way home from school. Jay's friends start to call out comments about the girls' bodies, and the ways their bodies move as they walk. Then Jay's three friends keep trying to bump into the girls and touch the backs of their legs as they walk along. The girls don't speak. They just walk faster and faster to get away from the boys. One of them drops a book from her school bag. But she doesn't stop to pick it up.

Q1. What kinds of gender-based violence are happening in this scenario?

- | | |
|--|--|
| A. Physical, as the boys are touching the girls' bodies without their permission | TOTAL = 4
4 points for D or
1 point each for
items A, B and C |
| B. Sexual, as they are touching parts of the body that may be more private | |
| C. Psychological, as the girls are feeling threatened | |
| D. All of the above | |

Q2. If Jay wanted to show that he thought the behaviour of his friends was wrong, which of the following actions could he take?

- | | |
|--|---|
| A. He could laugh | TOTAL = 4 points
One point each
for B, D, E and F |
| B. He could tell the boys to stop | |
| C. He could join in | |
| D. He could leave the group to show he does not approve | |
| E. He could report the boys to a teacher | |
| F. He could talk to each of his friends afterwards, to ask them to stop doing this | |

Q3. What gender pressures might Jay feel in this situation?

- | | |
|---|------------------------------|
| A. Worry that he will fall over if he walks as fast at the girls | TOTAL = 1
One point for B |
| B. Worry that if he does not join in, his friends might tease him for being like a girl | |
| C. Worry about failing his maths test if he does not do his homework | |

Q4. What are some of the negative uses of power you can see in this scenario?

- A. Joining in with others to make other people feel uncomfortable
 - B. Walking faster to get away
 - C. Wearing tight dresses when spending time with boys who could find this distracting
 - D. Using the size of your group to push other people around
- TOTAL = 2
One point each for A and D

Q5. What could Jay do as a positive use of power?

- A. Tell Karlie and Shanel that his friends are only joking
 - B. Join in with his friends and then say sorry afterwards
 - C. Tell his friends that what they are doing is making the girls feel uncomfortable
 - D. Report the situation to a teacher or parent
- TOTAL = 2
One point each for C and D

Q6. What could Karlie and Shanel do to respond to the situation in a way that respects their rights to travel to and from school free from gender-based harassment?

- A. Tell no one, in case Jay and his friends get into trouble
 - B. Speak to a parent about what is happening
 - C. Tell their friends and ask their friends to promise not to tell anyone else
 - D. Report the situation to a teacher
 - E. Be extra nice to the boys and offer to help them with their homework
 - F. Laugh and pretend it is all a joke
- TOTAL = 2
One point each for B and D

Q7. What are some of the gender norms that might be influencing people in this scenario?

- A. Pressure to look tough in front of other boys
 - B. Pressure for boys to be good at sports
 - C. Pressure for girls not to complain about the way that men and boys treat them
 - D. Pressure for girls to help with home chores
 - E. Pressure to study hard at school
- TOTAL = 2
One point each for A and C

Q8. What are some positive things that friends could do to help the girls if they found out afterwards that this situation was happening?

- A. Group together and threaten to beat the boys
 - B. Tell their teacher about the situation
 - C. Tell their parents about the situation
 - D. Tell the girls that this is a sign the boys think they are good looking
 - E. Tell the girls not to wear tight dresses
 - F. Reassure the girls that this should not be happening and it is not their fault
- TOTAL = 3
One point each for B, C, and F

TOTAL

20 points

Test: Key Capabilities

A test can be used to provide learners with a chance to demonstrate their personal and social capabilities in relation to prevention of gender-based violence. A test of this nature asks learners to demonstrate what they think they can do, in terms of recognising gender-based violence and its effects, and identifying possible helpful responses to situations involving gender-based violence.

Instructions: Learners are to provide responses to each 'I can...' statement to demonstrate their capabilities. Use the scoring suggestions to provide a point for each correct answer. Most learners should be able to achieve a high score.

Capabilities	Scoring
1. I can describe 1 school rule which is designed to make boys and girls feel equally safe at school	1
2. I can describe 1 law which is designed to let the community know that gender-based violence is wrong	1
3. I can suggest 2 different effects that gender-based violence can have on classmates who see it happening to someone else	2
4. I can name 2 different sources of help in this school for those affected by GBV	2
5. I can suggest 3 different effects that gender-based violence can have on the person who is targeted by classmates	3
6. I can suggest 3 ways in which a friend could show support to a classmate who had been the target of gender-based violence	3
7. I can name 4 different kinds of violence that can be included in the term gender-based violence	4
8. I can name 4 reasons why people might find it hard to seek help if they are affected by sexual forms of gender-based violence	4
9. I can name 5 different emotions someone can feel if they are the target of gender-based violence	5
10. I can suggest 5 ways in which the world would be better if gender equality was achieved	5
TOTAL	30

Creative Assessment task: Picture storybook for younger children

A creative assessment task provides learners with the opportunity to demonstrate their knowledge in a way that is engaging for others and pleasurable for them to construct. It can provide opportunity for learners to reflect on synthesise their knowledge. Creative assessment tasks provide opportunities for learners to express themselves. Their products can also be displayed in ways that share the knowledge with the broader school community, and invite a sense of pride.

Picture storybook creative assessment task:

Use the template to create a picture storybook for a younger child. The purpose of the story is to help teach a younger child about the effects violence can have on the target, and about how a positive act of peer support can be helpful for the target, whilst a negative response may make the situation worse.

Create an animal as the main character. The main character will see a situation in which unfairness or violence is happening. This could be happening in a home, school or in the community. Show what the character does to show they think this is unfair, and how they eventually choose how best to respond in a positive way.

The Story Template			
Page 1 Introduce the character	Page 2 Show the situation in which they see the violence or unfairness happened	Page 3 Show what the main character thinks or feels about what they saw	Page 4 Show what the character does to seek advice about how to respond
Page 5 Show the character receive some advice which they think is wrong as it will cause more harm	Page 6 Show the character seek advice from another source	Page 7 Show the character receive some more advice which they also think is wrong as it will cause more harm	Page 8 Show the character receive some good advice
Page 9 Show the character make up their mind about what to do	Page 10 Show how the character carries out their choice	Page 11 Show the response to their action and how it helps	Page 12 Show the ending or final message from the story

Marking Rubric for Picture Storybook. Total = 50 points

Objectives:	Below expectations 0-4 points	Approaching expectations 5-6 points	Meets expectations 7-8 points	Exceeds expectations 9-10 points
Identifies a situation in which a form of violence is happening	Uses either words or images to show an accident, rather than an intentional form of violence	Uses both words and images to name the form/s of physical, verbal, emotional or sexual violence	Uses both words and images to identify that the more than one form of violence may occur at once	Uses both words and images to identify that different forms of violence can co-occur with multiple effects
Demonstrates understanding of the emotions that a target of violence may experience	Shows some reaction to the violence, but does not identify a possible emotional response of the target	Uses both words and images to name at least one emotion that could be experienced by the target	Uses both words and images to identify more than one emotion may be experienced by the target	Uses both words and images in a way that highlights the ways in which violence is an abuse of power with multiple emotional effects on the target
Demonstrates understanding of the emotions that a witness of the violence may experience	Shows some reaction to the violence, but does not identify a possible emotional response of the witness which is empathetic towards the target	Uses both words and images to name at least one emotion that may be experienced by the witness	Uses both words and images to demonstrate the witness may empathise with the target in a way that involves imagining they may be feeling more than one emotion in response to the violence	Uses both words and images in a way that encourages the reader to recognise and empathise and to demonstrate that multiple emotions can be felt in response including an empathetic response to both target and perpetrator
Demonstrates understanding of harmful effects when people use their power in negative ways	Names or shows a possible negative response but does not explain what would be negative about that response	Names two negative responses, such as use of violence in response, joining in, joking about it, or pretending not to notice and identifies why each would be a negative response	Connects two negative responses (such as use of violence in response, joining in, joking about it, or pretending not to notice) to the possible effects of such a response on the target or the perpetrator	Highlights the ways in which two different negative responses (such as use of violence in response, joining in, joking about it, or pretending not to notice) can lead to possible negative effects on all parties, including the target, the perpetrator and the witness
Demonstrates positive peer support strategies for someone affected by violence	Names or shows a response but does not connect it to the initial act of violence against the target	Names one positive response, such as reassuring, offering to get help, talking it over	Connects a positive response on the part of the witness to a positive emotional response on the part of the target	Highlights the multiple ways in which an act of positive peer support can both reassure and assist the target of the violence and help to educate them about their possible options

Appendix 3:

Useful links for schools

Link	What is it?
Child-Friendly Schools http://www.unicef.org/publications/index_49574.html	The UNICEF Child-Friendly Schools (CFS) model provides guidance on a comprehensive range of interventions to promote quality education for every girl and boy. A manual is available for schools.
Embracing Diversity: Toolkit for Creating Inclusive Learning-Friendly Environments http://www.unescobkk.org/education/inclusive-education/resources/ilfe-toolkit/	This UNESCO toolkit provides guidance for schools to create inclusive, learning-friendly environments, which welcome, support and educate all children regardless of their gender, physical, intellectual, social economic, emotional, linguistic, or other characteristics. It includes guidance on working with families and communities, positive discipline and creating a friendly environment.
Genia Toolkit http://www.unescobkk.org/education/gender/resources/genia-toolkit/	Part 2 of the Genia Toolkit includes tools for developing gender-responsive schools including assistance with curriculum development and assessment.
Health Promoting Schools http://www.who.int/school_youth_health/gshi/hps/en/	The WHO Health Promoting Schools model is designed to help governments (from the Education and Health sectors) and schools to create healthy learning environments.
Good School Toolkit http://raisingvoices.org/good-school/	The Good School Toolkit helps teachers and learners to work together to explore what a good school is and to help them create one.
Doorways http://www.usaid.gov.edgekey.net/documents/1865/doorways-training-manual-school-related-gender-based-violence-prevention-and-response	The Doorways training manuals provide lesson plans for learners (Doorways I), community councillors (Doorways II), teachers (Doorways III) on topics associated with school-related gender-based violence.

Link	What is it?
<p>Changemakers http://asiapacific.unwomen.org/~media/Field%20Office%20ESEAAsia/Docs/Publications/2014/9/UNiTE_Youth_TKit_ALL_PAGES.pdf</p>	<p>Changemakers provides lesson plans on ending violence against women and girls.</p>
<p>Training Curriculum for Effective Police Responses to violence against women http://www.unodc.org/pdf/criminal_justice/Training_Curriculum_on_Effective_Police_Responses_to_Violence_against_Women.pdf</p>	<p>This training curriculum supports training law enforcement officers in dealing with cases of gender-based violence against women.</p>
<p>Youth in Action against violence in Schools http://plan-international.org/about-plan/resources/news/global-youth-create-guide-to-tackle-school-violence/?searchterm=youth%20in%20action%20against%20violence%20in%20schools</p>	<p>Youths from across the world have produced a manual on tackling violence in schools. Activities include identifying areas in school grounds which are less safe, understanding stereotypes and differences between boys and girls in relation to violence, and working out how to help someone who has been hurt or bullied.</p>
<p>Positive discipline training manual. http://plan-international.org/about-plan/resources/publications/protection/positive-discipline-training-manual</p>	<p>This manual contains techniques, case studies and advice for those working with parents, teachers and care-givers on alternative forms of discipline.</p>
<p>Together for Protection http://plan-international.org/about-plan/resources/publications/protection/together-for-protection</p>	<p>This booklet is a practical guide for young persons to keep self and others safe from abuse, neglect, exploitation and violence.</p>

Appendix 4:

Glossary of terms:

Accomplice: A person who supports or encourages another's act of violence.

Bullying: When a person or a group of people repeatedly hurts or make someone feel bad. These people are called bullies. In general, bullies hurt someone whom they judge to be weaker or different. Bullying often involves repeated name-calling; frightening; damaging or taking away possessions; causing physical harm and falsely blaming someone for things going wrong. Bullying is a form of discrimination.

Bystander: someone who witness an act of violence or bullying

Corporal punishment: Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light.

Cyberbullying: A form of bullying characterised by the fact that bullies use the Internet (mainly social media platforms such as Facebook) and mobile phones to hurt and upset people's feelings.

Discrimination: Discrimination is the exclusion or unfair treatment of one particular person or group of people based on sex, gender, religion, nationality, ethnicity (culture), 'race', or other personal traits. Victims of discrimination are prevented from enjoying the same rights and opportunities as other people. Discriminating goes against a basic principle of human rights: that all people are equal in dignity and entitled to the same fundamental rights.

Empathy: The ability to imagine what someone else might be thinking or feeling.

Gender is a word used to describe the way in which ideas about how males and females should behave influences what happens. This includes things like the way they dress, the things they do and the way they relate to others. Gender roles and expectations are learned, can change over time, and can vary within and among cultures.

Gender-based violence: Gender-based violence is violence that targets individuals or groups on the basis of their gender. Gender-based violence is any act that results in, or is likely to result in, physical, sexual, or psychological harm or suffering against someone (male or female) based on gender role expectations and stereotypes. Gender-based violence occurs as a result of normative role expectations associated with one's gender, and unequal power relationships between genders. Gender-based violence can be from male-to-male; male-to-female; female-to-female; or female-to-male. But females are more at risk of being the victims of gender-based violence. People who do not conform to gender norms, or who are thought to be or who are same-sex preferred are also at heightened risk of gender-based violence, as are transgender people.

Gender equality: The equal valuing by society of men and women, and equal conditions for realising full human rights and for contributing to, and benefiting from, economic, social, cultural and political development.

Gender equity: The process of being fair to men and women. To ensure fairness, measures must often be put in place to compensate for the historical and social disadvantages that prevent women and men from operating on a level playing field. Equity is a means. Equality is the result.

Gender expression: How an individual expresses their own gender to the world, i.e. through names, clothes, how they walk, speak, communicate, societal roles and general behaviour.

Gender justice: Equal treatment and equitable value of all genders.

Help-seeking: Help-seeking involves communicating with other people to obtain help in terms of understanding, advice, and general support in response to a problem or distressing experience. Help-seeking relies on other people and is therefore often based on social relationships and interpersonal skills.

Human rights: The freedoms and entitlements that belong to everyone because they are human. Human rights are about respecting people's dignity and ensuring they have the resources needed to survive, develop and participate in society. They are universal and cannot be taken away.

Perpetrator: A person who carries out a violent act or causes hurt and/or harm.

Positive behaviour management: Positive behaviour management approaches are those that stress prevention, support and avoidance of confrontation and that focus more on development of values, relationships and skills enabling positive learner behaviour rather than on punishment for learner misbehaviour.

Power: Power can be positive or negative. Positive power is seen when we use the power we have within ourselves to change our surroundings for the better. Negative power can be seen when one group of people uses their cultural advantages to control another group. Gender inequality is closely linked to the unequal power between females and males.

Prejudice: Unreasonable feelings, opinions, or attitudes generally formed without knowledge, thought, or reason often of a hostile nature, regarding a racial, religious, or other group.

Rape: Forcing another person into an act of penetrative sex against their will.

Respect: A feeling of understanding and appreciation for all human beings and creatures in the world.

School-related gender-based violence (SRGBV): All forms of violence (explicit and symbolic forms of violence), including fear of violence, that occurs in education contexts (including non-formal and formal contexts such as school premises, on the journey to and from school, and in emergency and conflict settings) which result in, or are likely to result in, physical, sexual or psychological harm of children. SRGBV is based on stereotypes, roles or norms, attributed to or expected of children because of their sex or gender identities. It can be compounded by marginalisation and other vulnerabilities. School-related gender-based violence can include physical, psychological, verbal, and sexual violence.

Sexual assault: Sexual contact that a person has not consented to. This includes touching, groping, rape, forced sex, and similar acts.

Sexual harassment: Sexual harassment is unwelcome sexualised verbal or physical behaviour. Examples include comments, whistling. Sexual harassment is often perpetrated by a person in authority toward a subordinate (such as from an employer to an employee).

Sexuality: The sexual knowledge, beliefs, attitudes, values and behaviours of individuals. Its dimensions include the anatomy, physiology and biochemistry of the sexual response system; sexual identity, orientation, roles and personality; and thoughts, feelings and relationships. Its expression is influenced by ethical, spiritual, cultural and moral concerns.

Stereotype: A generalised and over-simplified idea about people based on one or a specific set of characteristics. Stereotypes are usually untrue and often lead to prejudice (see definition) and discrimination. A stereotype that refers to girls, boys, men or women is called gender stereotype.

Social cohesion: A socially cohesive society is one where all groups have a sense of belonging, recognition and legitimacy despite differences in ideas, opinions, skills and experience. Education can help promote social cohesion by including all young people and teaching the importance of citizenship, healthy peaceful relationships and respect for diversity.

Stigma: An opinion or judgement held by individuals or society that negatively reflects a person or group. When stigma is acted upon, the result is discrimination that may take the form of actions or omissions.

Survivor: A person who has been been the target or the victim of violence may prefer to be called a 'survivor'.

Tolerance: Being willing to accept feelings, habits, or beliefs that are different from your own and which you may not agree with.

Victim: A victim is a person who has been the target of violence.

Violence against women and girls: Any act of gender-based violence that results in, or is likely to result in, physical, sexual or mental harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life.

Whole-school approach: A whole-school approach assumes that all members of the school community (teachers, administrative staff, learners and parents) have a key role to play in promoting a supportive school culture. A whole-school approach involves all areas of the school – policy and procedures, teaching practices, curriculum and the physical and social environment.

Witness: In the context of violence, a witness is a person who sees or hears about a violent act, or is told about a violent act.

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UNESCO Regional Office for Southern Africa

8 Kenilworth Road, Newlands
PO Box HG 435 Highlands, Harare, Zimbabwe
+263 (0)776775 - 9
harare@unesco.org



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